

The
J. J. Boser
Library



Digitized by the Internet Archive
in 2010 with funding from
Lyrasis Members and Sloan Foundation

<http://www.archive.org/details/businesseducator28zane>

THE BUSINESS EDUCATOR

VOL. XXVIII

PROFESSIONAL EDITION, \$1.50 A YEAR

No. 1

September, 1922

PENMANSHIP
BUSINESS

ENGROSSING
EDUCATION

Never Put Off
Until Today What
Should Have
Been Done
Yesterday

-ELBROWN, 1921-

ZANER-BLOSER COMPANY
COLUMBUS, OHIO

Entered at Post Office, Columbus, Ohio, as second class matter

"THE BEST TEACHING MACHINE IN THE WORLD"

This is what one prominent educator calls it—and for the best of reasons.

The Improved Self-Starting **REMINGTON**

has all of the basic features which have always made the Remington supreme for wear and service.

It has every feature which has been approved by the combined experience of typewriter builders and typewriter users.

In addition it has many fundamental improvements, among them that great feature known as "Natural Touch." These improvements have established new standards for ease and speed of operation and the quality of work done under any and all conditions.

Best for the teacher and best for the student—sums up the merit of this latest Remington.



REMINGTON TYPEWRITER COMPANY

(Incorporated)

374 Broadway

Branches Everywhere

New York



LETTER WRITING FOR THE BUSINESS BUILDER

By W. D. McDANIELS

FORMERLY PRINCIPAL OF THE OSHKOSH BUSINESS COLLEGE
AND

LA VERNE A. WILSON

*A brief course in modern business letter writing.
Everyone should see this book.*

TEACHERS SEND 60c FOR A SAMPLE COPY
ALSO

PRACTICAL LAW
ESSENTIALS OF COMMERCIAL LAW
VOCABULARY METHOD OF TRAINING TOUCH TYPISTS
OFFICE DICTATION
EXPERT DICTATION
NEW ENGLISH SYSTEM FOR NEW AMERICAN CITIZENS
EFFECTIVE ENGLISH AND LETTER WRITING
ELLIS BUSINESS CORRESPONDENCE
NEW MODEL ARITHMETIC
ELLIS RAPID CALCULATION
MARSHALL'S METHOD OF THRIFT TRAINING
THE ELLIS METHOD OF HOME ACCOUNTING
MODERN BANKING
ELLIS INDUSTRIAL BOOKKEEPING
ELLIS TABLET METHOD OF TEACHING BOOKKEEPING
ELLIS RATIONAL SPELLER
OFFICE EQUIPMENT
DIPLOMAS
SPELLING BLANKS
STATIONERY AND SUPPLIES

ELLIS PUBLISHING COMPANY
Educational Publishers
BATTLE CREEK, MICHIGAN

Bookkeeping and —Accountancy—

Our course in bookkeeping is designed to prepare a man or woman for work as bookkeeper, and also to lay the solid foundation for future accountancy work. We teach people from the very beginning and no knowledge of bookkeeping is necessary, therefore if one wishes to learn bookkeeping, increase his bookkeeping knowledge, to become an accountant, or auditor, or prepare for the C. P. A. examination, he should write for particulars.

Other Courses given:

Accountancy, Auditing, Business Law, Cost Accounting, Post Graduate C. P. A. Course, and our Complete C. P. A. Course.

High School and College Preparatory Courses are now ready and may be taken for those who do not have the high school educational requirements.

Our BOOKKEEPING COURSE is included in our C. P. A. Complete Course, without additional charge, for a limited time.

BENNETT ACCOUNTANCY INSTITUTE
Dept. BE, 1504 Locust St. Philadelphia, Pa.

YOU SHOULD KNOW THESE TEXTS

BUSINESS LAW — *Baker*

A concise, complete course. The text is legally accurate and not too technical. Unusually interesting. If you expect to start a law class soon, a complimentary copy will be sent for examination. List price, \$1.10.

METROPOLITAN SYSTEM OF BOOKKEEPING — *Sheaffer*

A new edition of this splendid text has just been published.

IF you teach bookkeeping to pupils below the High School senior year—
IF you believe in class discussion of new subjects—
IF you want your pupils to learn how to think—
IF you have a brief or complete course—

IF you want material that is true to accounting but not over the heads of your pupils—
IF you prefer short sets for beginners—
IF you wish a teachable Corporation-Manufacturing set—
IF you want the best text for your pupils—

the METROPOLITAN text is especially suitable for you.

A text, adapted to your course of study will be mailed free if you are considering a text book change or if you will try it out with a pupil.

LIST PRICES

Introductory text and supplies	\$1.60
Elementary text and supplies	3.85
Corporation-Mfg.-Voucher text and supplies	1.40

When comparing our Bookkeeping prices be sure to include the Supplies

If we can be of service to you, may we hear from you at once?

METROPOLITAN TEXT BOOK COMPANY

Texts for Commercial Subjects

37 South Wabash Avenue, Chicago

"Your New Edition a Humdinger"

"Salesmanship and Business Efficiency" has been revised, enlarged, and marvelously illustrated with thirty-five charts. The charts alone cost over a thousand dollars. The largest concern of its kind in the world has just purchased 3000 copies of this edition for use in training its own employees.

What They Say:

"The nearest approach to Salesmanship, Business Organization, and Efficiency of anything thus far submitted to me. I shall use this book this year."

L. C. McCANN, President,
McCann School, Reading, Pa.

"Hundreds of Hoover salesmen throughout this country, Canada and Great Britain have studied your old edition which was the best we were able to find. The revised edition is even better."

M. L. PIERCE,
Promotion Manager,
Hoover Suction Sweeper Co.

"Your new edition is the best book I have ever seen on the subject and I know for I have taught salesmanship for years."

R. E. RICHWINE,
District Manager,
Elliot Fisher Company

"After trying out two other texts we have concluded that your text is not only more teachable, but the students get interested in it immediately. Your text sells itself to the students. They study it because they like it. We are glad to return to it as a text in our school."

E. A. GUISE, Manager,
Tulsa Business College, Tulsa, Okla.

How They Buy

R. C. Barnum Co.	7500
F. B. Dickerson Co.	4000
Baldwin Publishing Co.	4000
Better Farming Association . . .	3500
Fuller Brush Co.	3360
Imperial Co.	3000
The Midland Press	1411
S. F. Baker Co.	938
Review & Herald Pub. Co.	872
S. A. Mulligan Co.	612
J. C. Penny Co.	350
John A. Hertle Co.	300

All the above books were bought by the above concerns to be used solely in training their own employees.

There's a reason and a big one. Get the book and you will see the reason.

Write for free examination copy of this 407 page book. If not more than satisfied, return at our expense.

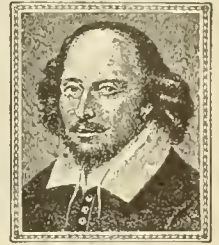
RETAIL PRICE, \$2.50. SCHOOL PRICE. \$1.35.

The Knox Business Book Company
Cleveland, Ohio



THE HALDEMAN-JULIUS UNIVERSAL LITERATURE SERIES for Students and Teachers

10 CENT POCKET EDITION



Shakespeare
30 Volumes
\$2.35
Every Volume Complete

Send No Money

Take advantage of this unusual offer, made possible only by the determined ambition of the Haldeman-Julius publishing institution to give to the reading public a set of Shakespeare at a price within everyone's means. 30 volumes of Shakespeare at less than 8 cents a volume—about the price of your Sunday newspaper—truly this is a real achievement in the publishing world! The companionable little volumes are built to a definite standard—a plain, clear type; convenient in size, 3 1/2 x 5 inches, to slip easily into the coat pocket or the woman's hand bag—always ready to enrich the spare moment. With each set comes a genuine leather portfolio cover, unlettered and rich in appearance, in which the volume in use may be carried.

Order this set today. The set will be mailed at once by parcel post. When the set arrives, you pay the postman \$2.35 plus postage. If you are not satisfied after examining the books, return them within five days and your money will be refunded. Carriage charges prepaid on cash orders. No C.O.D. orders to Canada or other foreign countries.

Genuine Leather Portfolio Cover Given Free with each Set.

Macbeth	Pericles	King Richard III
Measure for Measure	King Richard III	Measure for Measure
Merchant of Venice	King Henry IV	Part I
Hamlet	King Henry IV	Part II
Midsummer Night's Dream	King Henry IV	Part II
King Henry V	King Henry V	King Henry V
Venus and Adonis	Much Ado About Nothing	Othello, The Moor of Venice
King Henry VIII	Nothing	King Henry VI
Merry Wives of Windsor	Othello, The Moor of Venice	King Henry VI
Taming of the Shrew	King Henry VI	Part I
Shrew	King Henry VI	Part II
As You Like It	King Henry VI	Part II
The Tempest	King Henry VI	Part II
Twelfth Night	King Henry VI	Part II
King Lear	King Henry VI	Part II
King John	King Henry VI	Part II
Comedy of Errors	The Life of Shakespeare	
King Richard II		

free
TRIP TO EUROPE

Twelve readers of Shakespeare will be given a trip to Shakespeare's birthplace and other points of interest in England and France, all expenses paid. Each set of Shakespeare contains full information as to how, without selling effort or solicitation, every purchaser of a set automatically becomes a contestant.

ORDER BY NUMBER. Each book is preceded by a number and readers will please order by number instead of titles. For example, if you desire to order "Poe's Poems" simply set down No. 32. List the numbers of books ordered and write your name and address plainly at bottom of sheet. The books will be mailed immediately by parcel post. Postage prepaid on cash orders. Orders sent C. O. D. if requested, but carriage charges are collect on C.O.D. orders. No C. O. D. orders to Canada or other foreign countries.

Standard supplementary classics for classroom use, together with a list for general reading to enrich the student's work in history, science, literature and art. Each volume is attractively printed in clear type of newspaper size and is neatly bound in blue cover stock, 3 1/2 x 5 in.

SUPPLEMENTARY CLASSICS

Serial No.	Serial No.
44 Aesop's Fables	200 Poe's The Gold Bug
153 Alice in Wonderland	156 Poe's How I Wrote "The Raven"
156 Anderson's Fairy Tales	32 Poe's Poems
48 Bacon's Essays	181 Primitive Beliefs
142 Bismarck and the German Empire	1 Rubilay of Omar Khayyam
146 Browning's Pled Piper of Hamelin	Shakespeare, William
129 Caesar: Who He Was	268 Merchant of Venice
75 Carlyle's Choice of Books	249 Julius Caesar
170 Constantine and the Beginnings of Christianity	247 Macbeth
147 Cromwell and His Times	246 Hamlet
96 Dialogues of Plato	250 Romeo and Juliet
1 Dickens' Christmas Carol	251 Midsummer Night's Dream
69 Dumas: Life of Mary, Queen of Scots	242 As You Like It
60 Emerson's Essays	253 King Henry VIII
275 Fenton's Building of the Earth	256 Venus and Adonis
150 Finger's Lost Civilizations	243 Twelfth Night
175 Fraule's Science of History	252 Othello, the Moor of Venice
233 Goethe: Thoughts on Literature and Art	245 Measure for Measure
212 Goethe: Life and Character	240 The Tempest
9 Great English Poems	241 Merry Wives of Windsor
185 History of Printing	244 Much Ado About Nothing
126 History of Rome	218 King Henry V
104 Hugo: Battle of Waterloo	254 Taming of the Shrew
7 Husley: A Liberal Education	255 King Lear
228 Husley: Aphorisms	257 King Henry IV, Part I
57 Irving's Rip Van Winkle	258 King Henry IV, Part II
227 Keats: The Man and His Work	262 Comedy of Errors
151 Kipling: The Man Who Would Be King	263 King John
222 Kipling: The Vampire and Other Poems	259 King Henry VI, Part I
70 Lamb's Essays	260 King Henry VI, Part II
139 Life of Dante	261 King Henry VI, Part III
214 Lincoln's Speeches	265 King Richard II
173 Lowell's Vision of Sir Launfal	264 King Richard III
5 Macaulay's Life of Samuel Johnson	267 Pericles
65 Meditations of Marcus Aurelius	68 Sonnets
231 Mark Twain: Flight Humorous Sketches	266 Life of Shakespeare
50 Palne's Common Sense	79 Tennyson's Enoch Arden
167 Plutarch's Rules of Health	10 Thompson: Shelly
12 Poe's Tales of Mystery	204 Tichnor: Sun Worship and Later Beliefs
	207 Tichnor: Olympian Gods
	174 Trial of William Penn
	94 Trial and Death of Socrates
	125 War Speeches of Woodrow Wilson
	286 When the Puritans Were in Power
	287 Whistler: The Man and His Work
	146 Whittier: Snowbound
	73 Whitman's Poems

GENERAL LIST

Serial No.	Serial No.
15 Balaac's Stories	166 Twain, Mark: English as She Is Spoke
220 Blatchford's Essays on the New Testament	21 Merimee: Carmen
58 Boccaccio's Stories	161 Michael Angelo's Sonnets
192 Book of Synonyms	87 Montaigne: Essay on Love
86 Brandes: On Reading	210 Murray: Stoic Philosophy
51 Bruno: His Life and Martyrdom	153 Napoleon's Maxims
40 Bulwer-Lytton: House and the Brain	113 Proverbs of England
235 Chesterton's Essays	114 Proverbs of France
153 Chinese Philosophy of Life	115 Proverbs of Japan
82 Common Faults in Writing English	116 Proverbs of China
183 Darrow: Realism in Art and Literature	117 Proverbs of Italy
314 Daudet's Short Stories	118 Proverbs of Russia
6 De Maupassant's Short Stories	119 Proverbs of Ireland
197 DeSevigne: Writings and Reflections	120 Proverbs of Spain
102 Doyle, Conan: Sherlock Holmes Tales	121 Proverbs of Arabia
216 Elliot, George: Writ of Heinrich Heine	25 Rhyming Dictionary
59 Elliot, George: Epigrams of Wit and Wisdom	62 Schopenhauer's Essays in Pessimism
176 Ellis, Havelock: Four Essays	215 Shaw, G. B.: The Miraculous Revenge
229 Ellis, Havelock: Diderot	26 Shaw, G. B.: On Going to Church
223 Essay on Swinburne	180 Shaw, G. B.: Epigrams
190 Fielding: Psycho-Analysis—the Key to Human Behavior	236 State and Heart Affairs of Henry VIII
132 Foundations of Religion	279 Stevenson's Will o' the Mill: Markheim
42 From Monkey to Man	311 Stevenson's A Lodging for the Night
230 Gautier: The Fleece of Gold	38 Stevenson's Dr. Jekyll and Mr. Hyde
145 Great Ghost Stories	101 Thoughts of Pascal
49 Haechel: Three Lectures on Evolution	17 Thoreau: On Walking
80 Ibsen's Pillars of Society	151 Thoreau: Epigrams
154 Ibsen's Epigrams	140 Tichnor: Biology and the Spiritual Life
16 Ibsen's Ghosts	67 Tichnor: Church History
53 Insects and Men: Instinct and Reason	202 Tichnor: Survival of the Fittest
47 London, Jack: He Renounced the Faith	131 Tolstol's Redemption
148 London, Jack: Strength of the Strong	45 Tolstol's Stories
30 London, Jack: What Life Means to Me	161 Wells, H. G.: Country of the Blind
97 Love Letters of Henry VIII	165 Wells, H. G.: Discovery of the Future
89 Love Letters of Men and Women of Genius	2 Wilde's The Ballad of Reading Gaol
221 Maeterlinck's Essays	169 Voices from the Past
	3 Voltaire: Eighteen Essays
	28 Voltaire: Tolerance
	200 Voltaire: Ignorant Philosopher

HALDEMAN-JULIUS CO., Dept. E-5, Girard, Kansas



Commercial Teachers and Superintendents

Your reference library of business publications is not complete until you have added

THE WALHAMORE COMPLETE BUSINESS SERVICE

This Service consists of comprehensive, carefully edited and exceptionally well printed BUSINESS BULLETINS which are issued EVERY FIVE DAYS and are accordingly *always abreast of the times*, bringing to you and *your students* expert opinions, studies, problems and digests covering

Business Administration
Advertising
Accounting and Office Management
Parcel Post Merchandising
Salesmanship and Sales Management
Federal Taxation

All the above subjects ably treated in separate special bulletins and included with the Complete Service at a total cost of only which pays for a Handsome Leather Binder for filing all bulletins as received, 72 Business Bulletins issued at the rate of one every five days for one year, 12 Query Blanks for expert opinions on your own problems, and if your order mentions this journal we will include a set of twelve back issues of the bulletins without additional charge.

Send in your order or make your requisition for this complete service now. It will pay you a hundred fold.

THE WALHAMORE COMPANY

LaFayette Building

Philadelphia, Pa.

Books for the Commercial Teacher

Ten Lessons in Bookkeeping

A brand new set for beginners, consisting of Bookkeeping, Banking and Business Practice. Just the thing for use in Shorthand Department.

Bliss Bookkeeping and Accounting

Consists of six sets, thoroughly covering Sole Proprietorships, Partnerships and Corporations. Complete new text.

Corporation Accounting

An advanced course requiring from six to eight weeks, completely covering the organization, the Bookkeeping and the Accounting of Corporations. Fifty illustrations.

National Dictation

With Pitman, Graham and Gregg notes.

Scientific Touch Typewriting

Every Typewriter teacher should examine this book. Hundreds of enthusiastic users.

Simplis Shorthand

Something quite different in a light line system of Shorthand.

Complete catalog explaining these texts mailed upon request. Examination copies sent to reliable schools.

THE F. H. BLISS PUBLISHING COMPANY

SAGINAW, MICHIGAN



TYPEWRITERS

This standard Underwood can be had on an easy payment plan or a saving can be made by paying cash for it.

ALL MAKES IN STOCK

Write for our special list of Portable Machines

If your machine does not give satisfactory service, let us make you a proposition.

RELIABLE TYPEWRITER COMPANY

325 Plymouth Court

Chicago, Ill.

The Value of Intellect

An article in the September Business Philosopher by Horatio W. Dresser, eminent psychologist and metaphysician, will be read by Educators everywhere. It deals with the emphasis which has been put on the development of the intellectual faculties and the need for direction of instincts and the cultivation of will and the feelings or sensibilities.

In October and November issues, A. F. Sheldon, school teacher, philosopher and author will give his method of teaching Philosophy of Service—The Rotarian creed—to school children.

"EVERY SCHOOL TEACHER IN AMERICA SHOULD READ IT."

There is now appearing a series of articles on VOCATIONAL GUIDANCE, by H. D. Appleby, character analyst and vocational expert. This is a live topic in educational circles.

You will also be interested in the discussions by well known leaders on current problems, such as

"THE ENFORCEMENT OF CRIMINAL LAW"

"THE ALLIED DEBT"

"THE MODERN DANCE"

"INTERNATIONALISM"

You Will Find

The Department of Applied Psychology non technical, offering suggestions which you may find valuable in maintaining your health and happiness and attaining your success.

The Philosopher will make a valuable and interesting friend for your long winter evenings that are ahead—you will always cherish his friendship.

SPECIAL OFFER TO EDUCATORS ONLY

You may have the nine issues beginning with September for \$1.00 (regular price 25c a copy)—a dollar bill, stamps or money order will do.

Address:

THE BUSINESS PHILOSOPHER
140 Monroe Ave., Memphis, Tenn.

DeBear Schools Adopt Gregg Shorthand

THE DE BEAR SCHOOLS

LIMITED
ESTABLISHED FOR MODERN BUSINESS TRAINING IN NEARLY
ALL THE LARGE TOWNS OF GREAT BRITAIN AND IRELAND

SPECIAL ADVANTAGES:

Membership interchangeable in any part of the Kingdom.
Posts found for any students in any town, regardless of place of training.
Positions found abroad when required.
New and up-to-date typewriting machines always available.
Thorough grounding in the elements of English.
The fruits of experience of over 35 years of training.

ABERDEEN:
137, Union Street.

BELFAST:
22, Wellington Place.

BIRMINGHAM:
Wellington Chambers,
Bennetts Hill.

BOLTON:
Prudential Buildings,
Nelson Square.

BRADFORD:
Market Street.

BRIGHTON:
12, Marlborough Place.

BRISTOL:
Tower Lane, John Street.

CARDIFF:
90/92, Queen Street.

CARLISLE:
Whitehall Chambers,
Lowther Street.

COVENTRY:
7, Warwick Row.

DUBLIN:
52, Lower Sackville Street.

DUMFRIES:
30, St. David Street.

EDINBURGH:
65, North Castle Street.

GLASGOW:
5/13, St. Vincent Place.

HULL:
41/43 King Edward Street.

INVERNESS:
57, Church Street.

IPSWICH:
28, Princes Street.

LEEDS:
9, Park Lane.

LEICESTER:
86, London Road.

LIVERPOOL:
17, James Street.

LONDON:
165, Finchley Road.
216, Holland Road.

MANCHESTER:
Waterloo Buildings,
Piccadilly.

NEWCASTLE-ON-TYNE:
Northumberland Street.

NOTTINGHAM:
Park Chambers, Chapel
Bar.

SHEFFIELD:
Fitzalan Square.

SOUTHAMPTON:
30, Portland Street.

STOKE:
30, High Street.

SWANSEA:
Castle Buildings.

YORK:
19, Coney Street.

AFTER AUGUST 14th GREGG SHORTHAND
WILL BE TAUGHT IN ALL THESE SCHOOLS

For Prospectus and all information address
THE SECRETARY, THE DE BEAR SCHOOLS, LTD.
165, Finchley Road, London, N.W.3

Reprinted by

THE GREGG PUBLISHING COMPANY

NEW YORK

CHICAGO

BOSTON

SAN FRANCISCO

LONDON



Pitman's Shorthand

SIMPLEST SWIFTEST SUREST

Every official reporter in the United States Senate and House of Representatives writes Pitmanic shorthand. Over 92% of the reporters of Washington, D. C., are Pitmanic writers.

91.4% of the court reporters of the country write Pitmanic shorthand; as shown in the 1921 Roster of the National Shorthand Reporters' Association.

Nathan Behrin, an Isaac Pitman writer, won the World's Championship contest three times in succession, and in 1913 made a record in these contests of 98.3%, which has never been equaled. Mr. Behrin in 1920 made the two most remarkable shorthand records ever made. He wrote for five minutes at 240 words a minute with only one error, and for five minutes at 280 words a minute with only three errors. On February 2, 1911, in the examination for Official Court Stenographer held in New York, Mr. Behrin wrote 200 words a minute on straight matter for five minutes with absolute accuracy. The Civil Service Commissioner certified as to this in his report of the examination. At the contest given in December, 1919, by the New York State Shorthand Reporters' Association, Nathan Behrin wrote for two minutes at 324 words a minute with only two minor errors. Both light-line and Pitmanic systems were represented, but only Mr. Behrin qualified. This is the first time that over 300 words a minute have been written and transcribed publicly. The above records have never been approached.

Fourteen out of sixteen International Speed contests have been won by Pitman writers. No Pitman writer was ever specially trained for these contests.

93% of the New York City day and evening high schools teach the Isaac Pitman system of shorthand. This system is taught in some two hundred and fifty public, private and parochial schools in New York City.

Study the system that leads in every phase of industrial, commercial and professional activity. Ask for Isaac Pitman shorthand, the system by means of which tens of thousands of young men and women have reached the highest salaried positions.

Send for a Trial Lesson and particulars of a Free Correspondence Course for Teachers

ISAAC PITMAN & SONS, 2 West Forty-fifth Street NEW YORK

THE Business Educator COLUMBUS, O.

VOLUME XXVIII

COLUMBUS, OHIO, SEPTEMBER, 1922

NUMBER I

HARLAN EUGENE READ IN- VADES THE AIR

The papers of Peoria, Ill., told last June of two developments in Radio in that city, in both of which Harlan Eugene Read, President of Brown's Business Colleges had a prominent part.

The first was the establishment of Courses in Radio in the day school, evening school, and by correspondence. These classes are under the direction of E. G. Shalkhauser, Professor of Physics at Bradley College.

The second was that Mr. Read would give lessons in Bookkeeping, Business English, Rapid Calculation and Penmanship every afternoon thru the radio broadcasting station WFAP installed in Brown's Business College by the Peoria Transcript. The plan of these lessons is that dictation of the matter shall occupy five minutes. The work will then be done at home and sent to the Business College for correction.

This latest development in education will be watched with intense interest. There is no dispute about the great interest now felt in every phase of Radio work. Who can prophecy what the results in our educational work will be?

HOW ABOUT THIS?

James E. Brown, 1028 Main Street, Buffalo, New York, writes in a recent letter: "I am certainly going to enter your contest next year, and while I shall probably lose, I'll make some of the oldtimers sit up late at nights practicing if they win all the honors." Look at the specimen written by Mr. Brown for the last contest, which is reproduced on another page, and you will see that this is no idle boast.

"What a teacher does and how she does it means more to the child than what she says about how it should be done."

Laura Jane Breckenridge.

PRIZE CONTESTS

Detailed announcements of contests are crowded out of this first number. In the October number we expect to make definite announcements of contests in Business Writing, Art, Penmanship, and Business English. Begin work at once on the lessons presented in this number, so as to be ready to present your work for the contest.

John R. Bennett, formerly with Helena, Mont., Business College, opened on July 10, 1922, the Capital Modern Business School, Olympia, Washington.

Howard L. Stover, who attended our Zaner Method Summer School in 1921, was married January 10 of this year to Miss Eleanor Lucille Donnelly of Shippensburg, Pa. We all join in wishing Mr. and Mrs. Stover a long and happy married life.

All who know F. W. Temblin of Kansas City, Mo., will regret to learn of the death of his son, William Barton. Young Mr. Temblin was a fine specimen of young manhood and was stricken down a few days before he was to have been graduated from High School. We extend our sincere sympathy to Mr. Temblin and his family in their loss.

PENCILITIS

Can you multiply 49 by 27 without a pencil, and get the correct product in half a minute? Try it. It should be done in ten seconds. If you can't do it in 30, you are a mathematical first grader.

Pencils should be used only to assist the brain in long, intricate processes where the strain on the memory is severe. It is a question whether we would not learn more arithmetic if we solved all problems, except addition, without pencil or paper. Our arithmetic classes are suffering from brain paralysis, caused by pencilitis.

SUBSCRIPTION RATES

Students' Edition\$1.00 a year
Professional Edition\$1.50 a year
(To Canada, 10c more; foreign, 20c more, to pay extra postage.)

The Professional Edition contains 8 pages more than the Students' Edition, these being devoted to articles of special interest to Commercial and Penmanship Teachers. All the specimens of penmanship, and all the advertising are in both editions.

This number of the BUSINESS EDUCATOR is just a foretaste of what is to follow. If you are not a subscriber you should see your teacher at once in order that you may not miss the October number.

Florentino Cadiz, Box 35, Daet, Camarines Norte, Philippine Islands, writes us that he would be glad to exchange specimens of penmanship with other readers of the BUSINESS EDUCATOR. The writing in the letter he sent us is quite good, and we have no doubt that any of our readers who may send him specimens will be pleased with the writing received in return.

Expert Penmanship and the Panic of 1837 combined to lay the foundations of one of the largest fortunes in Ohio, according to the story published in the Scripps-McRae papers recently. The man involved was Leonard Case who, at that time, was cashier of the Commercial Bank of Lake Erie, the first bank in Cleveland, Ohio. He had secured the position because of his unusually good penmanship. The depression worked to his advantage because it enabled him to buy real estate in and around Cleveland at a very low price. The site of the present Post Office he bought at a Sheriff's sale for \$263.50 and later sold it for \$30,000.00.

ENERGIZING EDITORIALS

Light purse, heavy heart.

Steady study prepares for rapid raises.

Never put off till today what should have been done yesterday.

Your human race today is with yourself. Beat yesterday!

The race for the raise is to the steady, rather than to the swift.

Make the most of your job, and your job will make the most of you.

The product of a school may be schooled fools or skilled scholars. Which it shall be, seems to depend upon the scholars, rather than on the school.

Change of address should be requested promptly in advance, if possible, giving the old as well as the new address.

Advertising rates furnished upon request.

The Business Educator is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.

The BUSINESS EDUCATOR

ARTHUR G. SKEELES - - - - - Editor
HORACE G. HEALEY - - - - - Contributing Editor
E. W. BLOSER - - - - - Business Manager

Published monthly (except July and August)

By THE ZANER-BLOSER CO.,
612 N. Park St., Columbus, O.

Copyright 1922, by The Zaner-Bloser Co.



EVERYDAY PENMANSHIP

By JOHN S. GRIFFITH

302 W. 61st Street, Chicago
Penman, Englewood Business College

SEND SPECIMENS of your work to Mr. Griffith for criticism. Enclose 25c—worth more.
TEACHERS sending specimens from ten or more students should remit 10c for each specimen.

SEPTEMBER INTRODUCTORY REMARKS

In preparing these lessons I have tried to be mindful of the present day demands for a style of writing that is easily written and when written will serve the demands of business.

My copies are not models of accuracy, yet accurate enough I believe, to serve the purposes for which they were prepared, namely, to help the teachers using the B. E. as a manual in their daily classes and to help those who desire to improve their skill with the pen, and I hope to help many to become Professional Penmen.

I have endeavored to present first the simple and at the logical time the difficult.

While form and movement are seemingly the most important to the teacher of writing one can not afford to disregard the following: Position of the body, position of the paper, position of the pen, uniformity of speed, materials, a logical method of presenting your subject and a way of recording the progress of those who plan to follow your course.

Position of Body: Sit well back in the chair, lean slightly forward, bending at the hips. Avoid placing the weight of the body so as to require either arm as a support. Only the weight of the arm should rest on the muscle in front of the elbow. Let that muscle serve as the source of movement and control. Avoid a tight fitting sleeve or a heavy sleeve, as either of these will retard one's freedom and progress. Both feet flat on the floor directly in front of the chair.

Position of the Paper: The paper should be held neither parallel with the desk nor at right angles with the forearm, but about midway between these extremes. The elbow of the writing arm should be shifted about four times in writing across the page. However, as one gets the writing arm under perfect control the shifting should be lessened. Shifting the arm aids in maintaining a uniform slant.

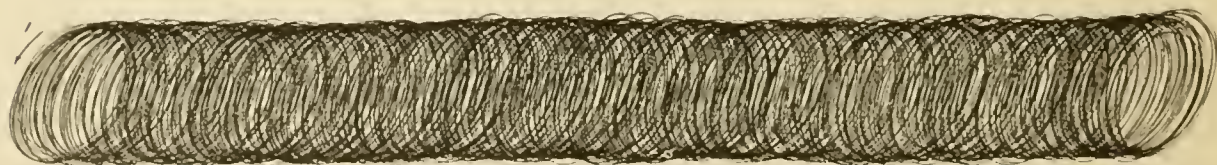
Speed, Form and Movement will be given sufficient consideration as the various lessons are presented in their logical order.

Materials: It is always profitable to use the best, Zaner & Bloser Co., Co-

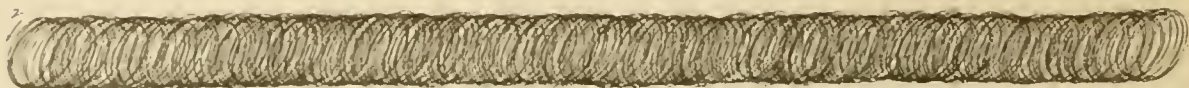
lumbus, Ohio, handle only the best. Use a good quality of white paper, lines about $\frac{3}{8}$ of an inch apart. **Pens:** A medium coarse pen. Zanerian Standard Pen No. 4 or Zanerian Falcon No. 5. **Penholder:** Zaner Method. **Ink:** Higgins Eternal or Use Zanerian Ink Powder and make your own. Do not use thick or gummy inks.

Position of Pen and Hand: Hold your pen firmly between the thumb and index finger, avoid gripping the holder. If you permit the pen to rest against the index finger between the knuckle and second joint that will have a tendency to poise the hand higher, causing it to rest more on the tips of the last two fingers, keeping the fleshy part of the hand off the paper. This position is an excellent position for penmanship and shorthand pupils. Poising the hand lower and permitting the pen to rest at about the knuckle is better if you are using a fine pointed pen.

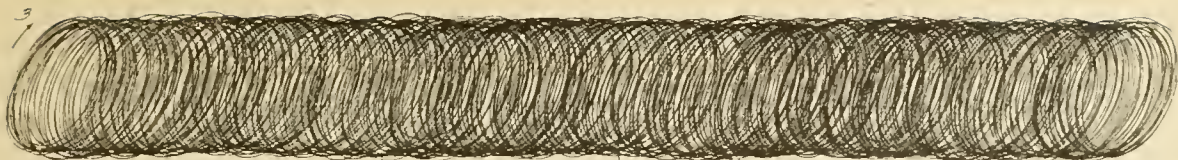
Now let us begin the work with a determination to master Business Writing. Prepare a specimen in your present handwriting, date and file it for future reference. You will be pleased to note your monthly progress.



Lesson 1. This is the direct exercise. It is two spaces in height, and in making the exercise start downward from the top of the exercise, gliding downward to the left. Count one for each ellipse, making about 200 down strokes to the minute. Maintain a uniform rate of speed at all times, and now is the best time to consider that.



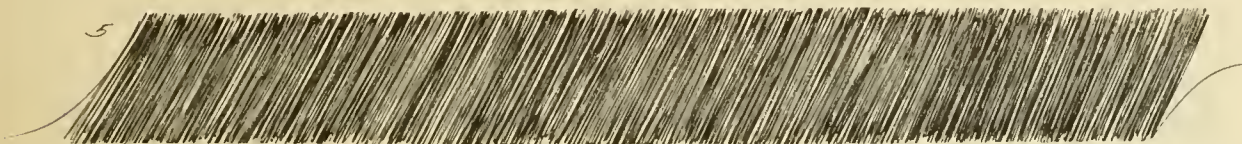
Lesson 2. This exercise is the same as that in Lesson 1. It is, however, only one space in height. Let the arm glide freely—shift the paper, as you can not maintain a uniform degree of slant if you do not adjust the paper to the position of the writing arm. It has been my experience that with plenty of ink on the pen one can develop a more uniform line than if he has very little ink on the pen. Dip your pen carefully, see that it is not loaded too full. In this exercise we may increase the speed.



Lesson 3. This we call the indirect exercise. The slant of it is the same as our first exercise. However, the reverse movement is required, and instad of starting at the top we start at the base, gliding upward in the direction of the arrow. Same count required as in Lesson 1.



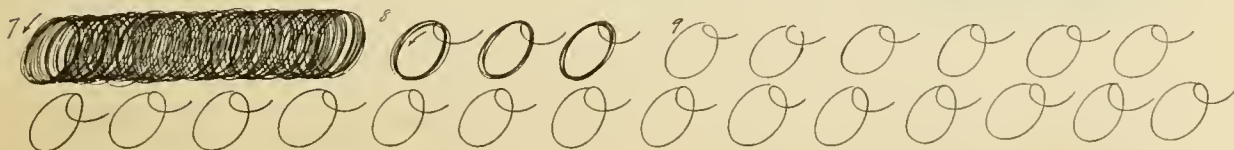
Lesson 4. Lesson 3, only one space high, as in Lesson 2. Since the drill is smaller than the two space drills the speed may be increased. Maintain a uniform speed.



Lesson 5. Push and pull or straight line exercise. This exercise is made by pushing the forearm out of the sleeve and then pulling it back to its original position. Count for the up and down strokes, 1-2-3-4-5-6-7-8-9-10 or push, pull, push, pull. Do not shade the down strokes. Shift the paper to your left. 200 down a minute.

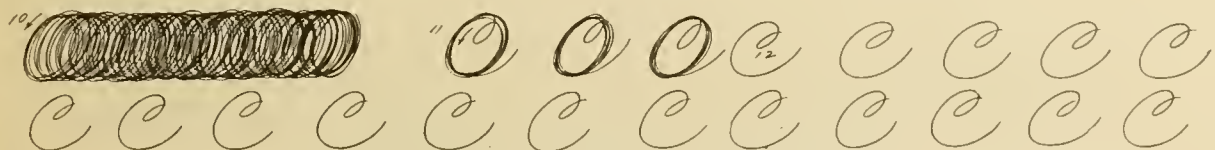


Lesson 6. Push, pull one space, increase your speed.

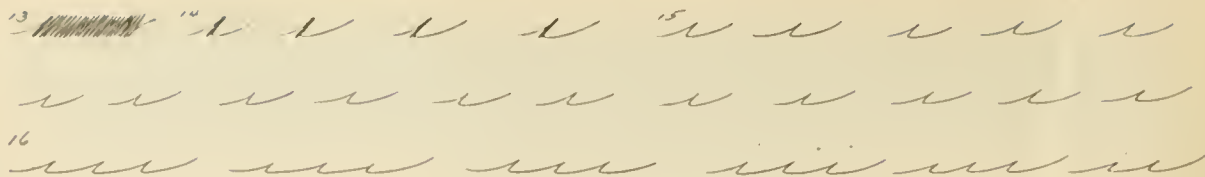


Lesson 7. Drill on direct exercise about $\frac{3}{4}$ of a space. Use a good live count. (8) Retrace direct exercise five times, at the sixth count place the loop for the O; do not lift the pen. (9) O count 1-2-1-2-1-2 fifteen to a line. Notice your spacing and quality of line. Are you maintaining a correct position, is your pen clean, can you keep with the count?

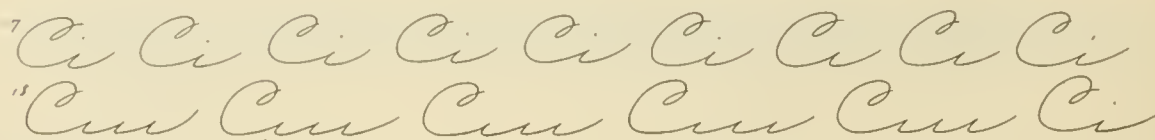
We have just drilled on the most important exercises. These exercises will, if properly practiced and used, lead to better penmanship very early, because they are to the one who desirse to master penmanhip the very foundation of his art because they make the difficult easy. But we must be careful, they can and often do receive too much consideration. Let us endeavor to practice them judiciously. In other words, employ them in taking up the letter forms at as early a stage as is possible. Note how easily the O was developed in Lesson 9.



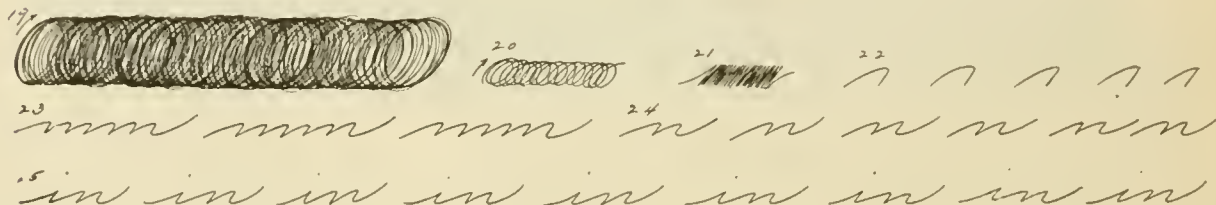
Lesson 10. Direct exercise $\frac{3}{4}$ of a space. Let the arm roll. (11) Make the C using 2 counts, and without lifting the pen retrace the direct exercise four times. Note the base of the letter is wider than the base of the exercise. (12) C, count 1-2-1-2 fifteen to a line.



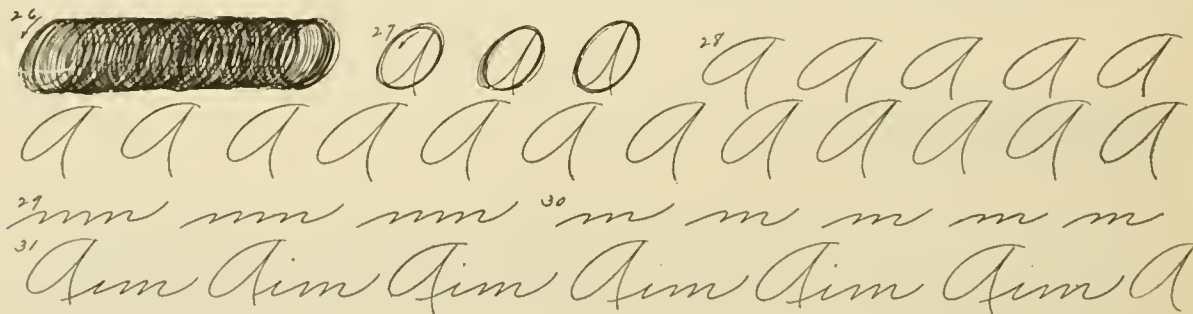
Lesson 13. Push, pull exercise $\frac{1}{4}$ of a space. (14) Push, pull retraced seven counts. (15) Small i, count 1-2-3. (16) count 1-2-1-2-1-2-3.



Lessons 17 and 18. These exercises are planned to give you freedom and control. Do not draw your copies; use free movement.



Lesson 19. Indirect exercise, one space. (20) Indirect exercise, $\frac{1}{4}$ of a space. (21) Push, pull, $\frac{1}{4}$ of a space. (22) Notice the over curve and the round top. (23) Count 1-2-3-4-5-6-7-. (24) count 1-2-3. (25) This is the first word in the lesson. In the writing of words the most important thing to remember is the spacing; that must be uniform



Lesson 26. Direct exercise, one space. (27) Complete exercise 7 counts; the last two counts of the exercise make the A without lifting the pen. (28) count 1-2-1-2. (29) A review of 23. (30) count 1-2-3-4. (31) The tendency is to place the small letters too far from the capital letters; avoid this if you possibly can.

Now is the best time to plan to improve your writing and to be thinking of that B. E. Certificate. Let me help you. Send your paper and the remittance and I will do the best I can to help you improve your writing.

Are You Working for a B. E. Penmanship Certificate?
Ask Your Teacher About It



ADVANCED PRACTICE

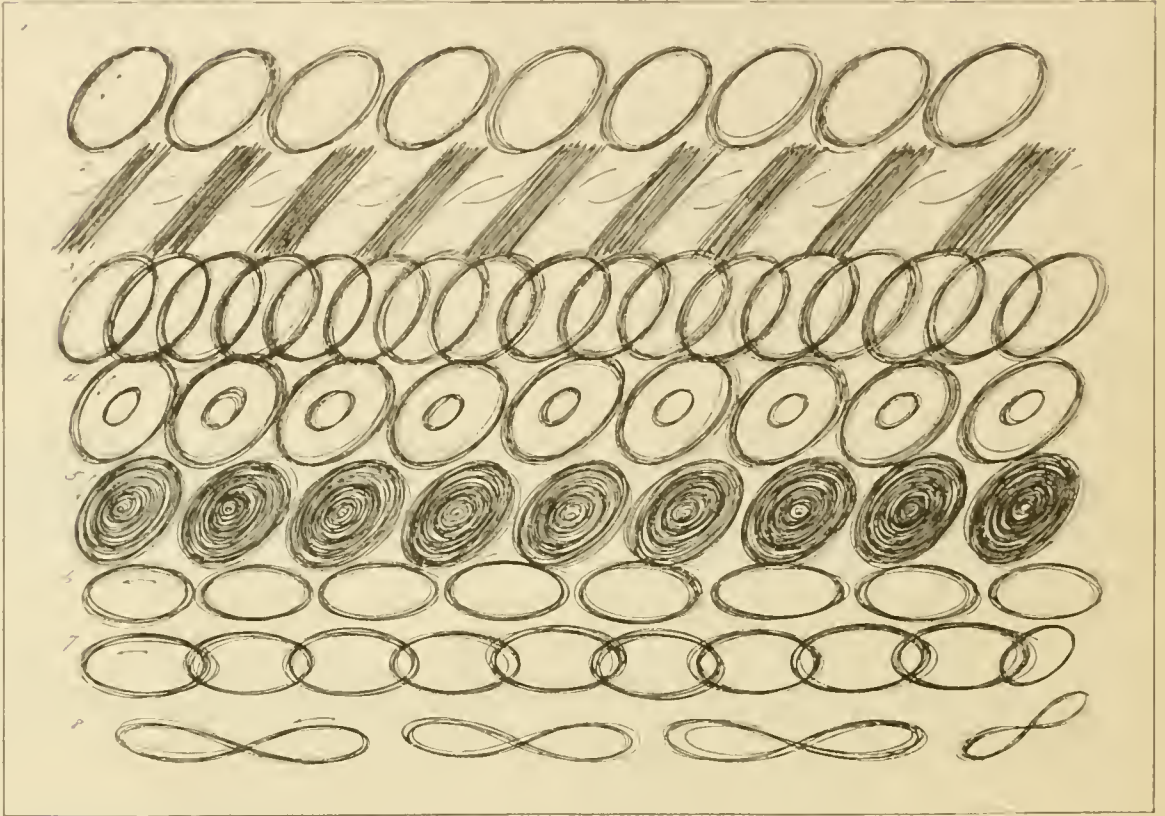
By A. P. MEUB, Pasadena, California

Introducing a series of plates for advanced students. The following numbers will contain practice on different capitals

Results

We get what we go after
Thru out this life of ours;
Insist, and you'll get roses;
Be teary, — you'll have showers!
It all depends on seeking,
Nor quitting till you find;
Persistence wins the pippin
And makes Dame Fortune kind.
Reach high, and keep on reaching;
Grip tightly, hard, and fast;
'Most every prize worth having
You will attain at last.
When others say, "You're lucky,"
Just keep this deep inside, —
The secret's keeping at it;
Here's to the ones who tried.
Chauncey Livingston Wiltse.

Mills' Masterly Lessons in Business Writing



To live 'content with small means',
 to seek elegance rather than luxury, and
 refinement rather than fashion', to be
 worthy, not respectable, and wealthy, not
 rich; to listen to stars and birds, babes
 and sages with open heart; to study
 hard; to think quietly, act frankly, talk
 gently, await occasions, hurry never; in
 a word, to let the spiritual, unbidden
 and unconscious, grow up through the
 common — this is my symphony.
 — Channing —



Lessons in Artistic Penmanship

For Beginners

By M. A. ALBIN

Principal of the Business School of the Oregon Institute of Technology
Portland, Oregon

At the suggestion of a number, and with the permission of the editor, I shall submit a couple of supplementary lessons for those who wish to continue the work throughout the fall and early winter months. Again, I ask you to write me, finally, at least, if you have been practicing from the lessons, even though you have not sent in your work for criticism.

Instructions

The principle given this month is the compound reverse oval shade as used in making the capitals **V**, **U**, **Y**, and a style of the **W**. This must be made with a free bold arm movement, curving the shade boldly to its climax in the center, and tapering it delicately into the hairline of the upward stroke. Make it short and snappy.

No. 1. Take great care in starting and finishing this exercise. Give it plenty of slant. Carry it through without lifting the pen at the bottom of the shade.

No. 2. A different beginning; diminish gradually to the last small v, make a slight pause to give you purchase and volume for the shade on the flourished finishing stroke.

No. 3. Just the plain **V**, unadorned except for slight shade on beginning stroke and the heavy shade of the down

stroke. Watch that you do not finish with too much of a flourish by carrying the stroke too high.

No. 4. Just swing around the base line with a symmetrical oval.

No. 5. Same beginning as the **V**; make your sharp light-line point about three-fourths of the height of the first part, and finish with a full oval swing around the base line.

No. 6. Same as the **U** to the top of the up stroke, where you make a slight pause, finishing with an oval below the base line as in the capital **J**.

No. 7. The same principle applied to a very striking capital **W**. Make as the **U** to the top of the upward stroke, pausing slightly finish with light-line flourish as suggested.

No. 8. My favorite initial stroke for the **V**. Practice these two words, studying the placement of the dainty shades on the small letters. The small **t**'s should be shaded carefully. It is very easy to overdo this if you try to build up by retouching.

No. 9. Try the sentence, as well as other sentences with the various capitals of this lesson. Remember that you are not trying for quantity, but quality, therefore choose words that write well, rather than for their sentiment—bring that in later.

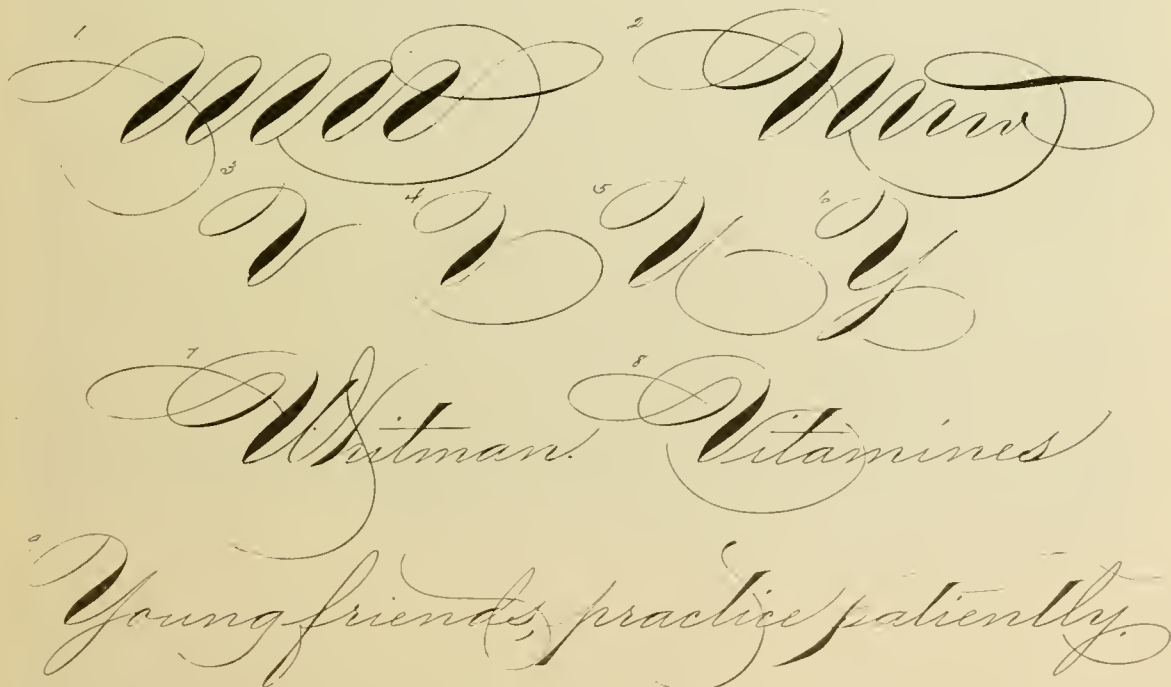
Mrs. C. A. Faust, wife of the Treasurer of the N. C. T. F. since its organization, passed away at her home in Chicago on July 9. This news will come as a great shock to many of her friends and to thousands of commercial teachers who have known Mr. Faust. Mrs. Faust has been active in Federation matters also, and was the first presiding officer of the Shorthand Section at the first meeting in Chicago in 1896.

R. J. Maclean, President of the Detroit Commercial College, offers courses covering one year, two years and four years. Is this the first commercial school to offer four-year courses? We do not think of any others just at present. What is your school doing along this line?

Roanoke National Business College, Roanoke, Virginia, sends us their catalogue and view book, which is one of the handsomest pieces of advertising we have seen. It is lavishly illustrated with pictures of the school and of groups of students showing a well equipped building and a large attendance of wide-awake looking young people.

Penmanship is featured in the catalogue, there being a cut of blackboard writing by M. A. Smythe, Vice-President, and a cut of ornamental penmanship by E. M. Coulter. These men are former students of the Zanerian.

Several items which were unavoidably crowded out of this issue are held over until October.





A Splendid Specimen of Modern Ornamental Penmanship

Dear Sir,
 I have the honor to acknowledge the receipt of your letter of the 7th inst. and in reply to inform you that your specimen of ornamental penmanship has been received and is now in the hands of the judges. I am sure that it will be highly appreciated by all who are interested in the art of penmanship. I am, Sir, very respectfully,
 Yours truly,
 J. H. Brown.

This specimen was awarded First Prize in the Ornamental Penmanship contest closing last April. Mr. Brown is a teacher in Bryant & Stratton Business College, Buffalo, N. Y.



Teacher's Professional Edition (Supplement)

Pages 17 to 24, Inclusive

BUSINESS IS IMPROVING

With the coal strike and the rail strike settled business is apparently entering on a long climb upward. Going up grade is never easy, but it gets you somewhere. So business conditions will probably be rather difficult, but the man who is prepared should reach splendid heights during the next few years.

Business colleges should share in this prosperity, because they have a part in bringing it about. It is their place to train young men and women so that they may plant their feet firmly on the first round of the ladder of success with courage and enthusiasm to climb still higher.

ARE YOU READY?

The three largest cities in the United States have no Supervisors of Penmanship. Many other cities of one hundred thousand or more also need supervisors. If children now in school are to be taught to write efficiently, at least a dozen well trained, broad minded, competent Supervisors of Penmanship, capable of directing the work in large cities, must be found and developed in the next five years. Where will we get them?

Would you like to be one of the dozen? What are you doing to fit yourself for a place?

Do you think you are one of the twelve? Then what are you doing to demonstrate your ability?

MT. EVEREST EXPEDITION CARRIES A REMINGTON PORTABLE

It is said that this was the most completely equipped mountain expedition ever undertaken. One notable item of this equipment was the oxygen tanks which alone made it possible to surpass the world's altitude record in mountain climbing, and another was a Remington Portable Typewriter.

No wonder the native Tibetans were interested. It's a safe guess that none of them had seen or even imagined that great wonder of modern civilization—the writing machine. Yet here it was, right before their eyes.

The National Society for Vocational Education will hold its next convention at Detroit, Michigan, November 30 to December 2. This will be a joint meeting with the Vocational Education Association of the Middle West and the National Vocational Guidance Association. An outline of the complete program is promised for later publication.

NEW ENGLAND

The Summer School for Commercial Teachers held under the direction of the New England Commercial Teachers' Association at Salem Commercial School, Salem, Massachusetts, was such a splendid success that it is purposed to make it an annual affair, perhaps lengthening the course to six weeks. The program outlined in the BUSINESS EDUCATOR for June was carried out in full. The classes met for one hour in the large assembly room which was provided with chairs and tables for the comfort of those attending.

Plenty of good, hard, profitable work was accomplished in the several classes under the direction of courteous and experienced leaders. The opening talk of George P. Lord, President of the Salem School, and a well-known and successful business college man, was full of practical suggestions, and extended a cordial welcome to the more than thirty teachers who were present.

SOUTHERN ASSOCIATION OF COMMERCIAL SCHOOLS

At a meeting in Atlanta, April 14, of a representative body of Southern commercial teachers and owners of commercial schools, the Southern Association of Commercial Schools was organized.

Officers elected: President, W. W. Merriman, Georgia-Alabama B. C., Macon, Ga.; 1st V. P., M. H. Bowen, Bowen's B. C., Columbia, S. C.; 2nd V. P., B. Dixon Hall, Atlanta B. C., Atlanta, Ga.; Secy., Alice V. Wylie, Office Training School, Memphis, Tenn.; Treas., Clark E. Harrison, Draughtons B. C., Atlanta, Ga.

Executive Committee: R. H. Lindsay, Spencerian B. C., Louisville, Ky.; R. E. Carter, Athens B. C., Athens, Ga.; Mrs. S. F. Evatte, Draughtons B. C., Greenville, S. C.

A general meeting will be held during the Thanksgiving holidays at Chattanooga, Tenn., Mr. Merriman, Mr. Harrison and J. M. Watters, Dean of School of Commerce, Georgia Tech., having charge of the arrangements.

ALICE V. WYLIE, Secretary.

Teachers should notify us promptly as to the number of copies of the BUSINESS EDUCATOR they can use this year. We expect an unusual demand and are having printed some extra copies of the September number. We can not promise to furnish copies of this number after October 1, although we hope to be able to do so.

If you want your subscriptions to begin with September better send for sample copies of that issue at once. Remittance and a definite order for the subscriptions can be sent us later.

WHAT INTERESTS COMMERCIAL STUDENTS?

When the editor visited business colleges a few months ago he asked the students to indicate by checking on a card the subjects in which they were interested. Many of them, of course, indicated more than one subject. A tabulation of the cards shows the following results, the number in each case being the number of students who expressed an interest in that particular subject.

It would be unsafe to base sweeping conclusions on the result of this survey, as the interest expressed in different subjects was undoubtedly influenced somewhat by the form of the card used and also by the remarks made when the cards were distributed. However, the list given is suggestive for the business college man.

Only the subjects printed in heavy type were printed on the card, all the other subjects being written in by the students. The natural result would be that more students would express an interest in the subjects which could be indicated by a mere check mark than in the subjects which had to be written in full.

A surprising thing is the wide variety of subjects in which these students are interested, many of them not connected in any way with the usual commercial course.

The conclusion is that these students on graduation will go into a great number of different occupations, and if they secure from their business college work only a technical training, many of them will find it of little use.

English	299
Penmanship	282
Bookkeeping	278
Typewriting	202
Salesmanship	165
Lettering	105
Commercial Teaching	64
Public School Writing	35
Accountancy	31
Shorthand	17
Arithmetic	6
Music	5
Public Speaking	5
Real Estate	4
Business Management	3
Advertising	2
Foreign Trade	2
Piano	2
Singing	2
Spanish	2
Art and Lady Painter	1
Banking	1
Business History	1
Cartooning	1
Civil Engineer	1
Commercial Law	1
Correspondence	1
Engraving	1
Manufacturing	1
Mechanical Engineer	1
Mind Reading	1
Newspaper Work	1
Office Management	1
Personality	1
Preacher	1
Secretarial Course	1
Traffic Management	1
Violin	1



MENTAL MEANDERINGS

By CARL MARSHALL
Weichtpec, California

The Teacher's Personal Problem

A teacher's plant, capital, and stock in trade is PERSONALITY. It is a wide-ranging and much-misused word, and needs the restraint and protection of a definition. Of the nine given by Webster, I select this one, boiling it down a little: "distinctive personal character; individuality, implying complex being or character, having distinctive and persistent traits."

If we were using a bookkeeping classification, these elements of personality would be checked up as "resources," especially if we assume that they are properly directed, and the "traits" are good traits. Of the many elements that go to make up the wealth of personality, suppose we consider five of the more important ones, as follows: 1. Will Power; 2. Disposition; 3. Energy; 4. Enterprise; 5. Technical efficiency. From the extent that he possesses these five elements of personality, anyone's success or failure in any given field of action may be pretty accurately predicted. If you have failed, it is nine chances in ten that your break-down is chargeable to the failure of one or more of these five spokes to your wheel.

Fortunately for human hopes, these powers of personality are not fixed quantities. They are subject to increase through cultivation, and respond to training as surely as do the muscles of an athlete. No use to stop to argue this point; it is so evident from all human experience as to be practically axiomatic. Man is a plastic creature, and can shape his own clay pretty much as he wills. He can make of himself a mud-dump or a statue.

It is a vast array of men and women who go back to the teacher's desk during the present month in these forty-eight states. The aggregate personality of this mighty army of youth-trainers is by far the most important moral and social resource of the Nation. The schools make the people and the teachers make the schools. But the point I want to press home more particularly in the present "meandering," is the importance of this thing called personality, to the individual teacher. According to its quality, it is a resource or a liability, a drag or a power. Let each one of the thousands of hopeful and ambitious young teachers to whom this number of the EDUCATOR goes, start the new school year by "taking stock" of the several elements of his own personality. Is your machinery driven by an absolutely dependable engine of will power? Does your "yes" or "no" mean anything? Does your disposition spell clouds or sunshine to

those around you? Do you drive or drift? Do you push for a purpose, or "pass the buck" and take things easy? Are you a blazer of new trails or a mere follower of old tracks? Do you get things done, or do you let the rust gather on your good intentions? Do you study teaching methods, attend conventions, and subscribe for and read educational journals? In short, are you taking on weight, mentally, or are you getting skinnier as the years pass? Finally, is your warehouse of knowledge really well stored, or are your goods mostly in display windows?

These are rather pointed questions, but sit down and have it out with yourself, answer them honestly at the private altar of your Inner Self, and you will get some idea of how you stand. It is good for every business to get an overhauling once in a while, that goes from basement to skylight. Perhaps the teacher's business needs it oftener than any other.

About Snakes and Things

Most people will tell you that they hate the sight of snakes, and do not even like to talk about them, but just the same, if you will visit any zoo you will find more people milling around among the snake cases than anywhere else, unless, maybe it is in the monkey house. The fact is that snakes have a sort of mystic fascination for most of us. The ancient Babylonians knew their psychology when they put a serpent into the Garden of Eden legend.

So it is, that having told you about some of the other outdoor things of this wild Klamath country (which I have elected to stay in for another year) I am now going to tell you something about our snakes and their near kin, the lizards. In its animals as well as its plants, California is more nearly sub-tropical than even our southern states. Up here in the latitude of central Iowa we have at least ten species of snakes, and a half dozen sorts of lizards, not to mention our scorpions, a showing, I fancy, that is hardly equaled by Alabama and Georgia. It is pleasant to relate, however, that with the one exception of the rattler, all these snakes are entirely harmless, as are, also, the various lizards. The Gila monster, the only venomous lizard known to science, is rarely found north of the Mojave desert.

Rattlers are rather common along the Klamath, and in certain places, even numerous. They appear to be larger, more pugnacious and more venomous than the eastern species. Notwithstanding this, very few people are bitten, and I can learn of but two deaths that have occurred in thirty years. This is doubtless because the Indians are very alert of both eye and ear, and cautious when

going about a snake-infested place. Nevertheless, accidents sometimes occur, and a few weeks ago, one of these involved a vivid experience for the present meanderer. On coming up here last year, I took the precaution to bring with me a special emergency outfit for use in case of an untoward adventure with a rattler, although, put wise by the statistics, I am not the least nervous about snakes, and when rambling over the mountains, seldom so much as think about them. As the months went by, and I had not even seen a rattler, I was beginning to conclude that my outfit was likely to prove a dead investment, but about dusk one evening a ranch lad came rushing into my room to tell me that there was a young Indian woman out in the yard who had been badly bitten, and needed immediate help. It seemed that the girl had been riding her pony along a trail some three miles down the river, when she spied a coiled rattler immediately in her path. Now these Indian women are not a bit squeamish about snakes and regard it almost as a matter of religion to kill every one they come across. So this girl quickly slid down from her horse and with a few well-directed stones soon put the reptile out of business. But the pony, refusing to budge so long as the snake lay in the trail, the woman reached down for a stick with which to remove it, when like a flash she was struck fairly on the bare arm by a second and very large reptile that was coiled within a few feet of where she was standing. The long fangs struck home, and as she sprang back, the rattler hung to her arm and it was some seconds before she could shake it loose. She told me it was at least a yard long and rattled fiercely while it clung to her. At this point, let me remove a popular misconception by explaining that a rattler does not merely strike, he bites and hangs on, if he can, just as any other biting animal does.

Many years ago, while out hunting in these same mountains, I came suddenly upon an enormous rattler who, as there was no chance for him to make his get-away, promptly coiled for a fight. I had with me the body of a little digger squirrel that I had shot a few minutes before, so I resolved to sacrifice him in the interest of science. Impaling the little animal on a stick, I presented it to the snake. When it was within a foot of his head, he shot out a third of his length with a movement too quick for the eye to follow, and fastened so firmly upon the head of the squirrel that I drew him several feet toward me before he let go and recoiled.

But to return to our Indian woman. I wonder how many white women with educated and disciplined minds would have shown the fortitude and presence of mind evinced by this untaught girl. Although suffering excruciating agony, and alone on the mountain with no help within miles, she removed her apron, tore off the string, and fastening one end in her strong teeth, drew the strip in a cinch above her elbow

(Continued on page 22)



Department of PUBLIC SCHOOL WRITING

Frank H. Arnold, Supervisor of Penmanship, Spokane, Wash.

No. 1

ENTHUSIASM

The one indispensable thing which every teacher of penmanship must possess is enthusiasm. She may lack other desired qualifications and yet may get fair results, but if she lacks enthusiasm her work will be lifeless and ineffective. I think it was Arthur Brisbane who said, "Enthusiasm is the power and health of the mind; it is youth, ambition, will. Man lives and is worth while as long as his enthusiasm lives. And when enthusiasm dies, he dies—although he may not know it."

I repeat, then, that the teacher of penmanship must be enthusiastic; she must really believe down in her heart that her work is worth while. When she really believes that her work is important, she will seek to find ways of interesting boys and girls in the subject of writing. The wisely enthusiastic teacher will not only create enthusiasm in her classes, but she will keep her students alive and eager to the very end of the school year. She will give a great deal of her spare time to developing methods, and in searching for methods that will put real life into her work.

In view of what I have said in my foregoing discussion of the need of enthusiasm, I deem it proper to give below some of the methods which to my own knowledge have proved very effective in interesting boys and girls in writing. In the series of articles which I shall write I shall speak quite often of the work in Spokane. Spokane is my own city. I, of course, know more about the methods we use in this city than the methods used in other cities. I shall give my readers methods and plans that have proved worth while in a city of 18,000 school children. What we have done and are doing in Spokane can be done in any city or county seat town.

The eighth grade teacher who does not keep the idea of winning the Zaner grammar grade certificate constantly before the minds of her pupils is not using the greatest incentive at hand for getting superior work from her boys and girls. Children desire some definite, visible proof of their meritorious acts or accomplishments. The certificate furnishes just such proof. The teacher or supervisor of writing should endeavor to make her pupils believe that it is as much their duty to take a Zaner grammar grade certificate with them when they go to the high school as it is to take their eighth grade diploma. I constantly say to eighth grade students words like the following: "The fact that you hold a grammar grade writing certificate is the best proof that you have completed your eighth grade writing. Don't go to high

school with the knowledge that you have completed your reading, your language, your arithmetic, and other required subjects, but yet have failed to do superior work in writing." That is a plea that will reach boys and girls. Boys and girls have pride, and it is much better to appeal to pride than to nag, nag, nag.

When the grammar grade certificate is used in a city, teachers should send to the supervisor the writing examinations of all eligible pupils. A definite day should be set by the supervisor of writing for all papers to be in her office. If you are going to make an effective use of the Zaner grammar grade writing scale, have your pupils write matter that is found on the scale. I shall give below the examination we write in Spokane:

1. A line of two-spaced running oval work.
2. All the capital letters, thirteen on a line.
3. All the small letters, thirteen on a line.
4. The stanza,

"Not what we give, but what we share,
For the gift without the giver is bare;
Who gives himself with his alms
feeds three,

Himself, his hungering neighbor and
Me."

All this matter except the last two lines is found on the scale. By using the scale, your pupils have a fair idea of whether their work is up to standard for a certificate. (And I might say this parenthetically: We have a writing scale in every grade room in Spokane. Teachers measure the writing of children by the scale, and children are taught to measure their own writing.)

When your examination papers are returned to you from Columbus, Ohio, the results of the examination should be announced through the daily newspapers. One who arranges the names for publication, should arrange them by schools and according to the way the schools rank. If, for instance, the "Roosevelt school" has won the most certificates, the words, "Roosevelt school," should appear at the top of the certificate list.

Supervisors who have not tried this method of announcing the names of winning pupils do not know how great a rivalry can be created among grade schools by this simple thing. Every grade school in the city wants to stand at the head of the list. The ambition of the pupils to win for their school spurs them on. School pride is a valuable and a meritorious thing when properly directed.

Principals of schools often measure the results of their eighth grade writing by the number of certificates granted their schools. The certificate helps to

keep the principal interested in writing. The principal often goes into an eighth grade in our city and addresses the boys and girls in words like these: "We must not lose this time, boys and girls. This school must win the greatest number of certificates this term. Every boy and girl must work for the honor of their school. A certificate for every eighth grade boy and girl is our goal. Bring outside practice work to your teacher, and measure your writing by the scale every day."

The eighth grade teacher or supervisor of writing who does not require her eighth grade pupils to use arm movement in all written work in order to be eligible to write for a grammar grade certificate is missing a fine opportunity to teach applied arm movement writing. Many of our pupils in Spokane are not allowed to write for an eighth grade writing certificate simply because they are not habitual arm movement writers. I tell our boys and girls that it would be ridiculous for finger writers to be granted writing certificates. I ask eighth grade teachers to certify to a statement similar to the following when they send in examination papers: "I hereby certify that Johnny Jones uses forearm movement in all his written work." When boys and girls know that they will not be allowed to write for certificates unless they use arm movement in all their written tasks, they are going to be thoughtful when they pick up their pens to do any kind of writing.

It is my opinion, based upon experience, that the seventh grade student should not write for the grammar grade writing certificate. If the pupils win the grammar grade certificate in the seventh grade, they may not work so hard the next year. It is better to grant the seventh grade students another kind of certificate. We use Zaner certificate, number three, in Spokane. The cost of this certificate is very little, if you buy it in quantities. It reads like this: "This certificate for Applied Arm Movement Writing is awarded to

for using arm movement in all written work, for neatness and plainness and for maintaining a good position." You can buy these in hundred lots and fill in the blanks yourself. Require the use of arm movement in all written work before you will grant this certificate to a seventh grade student, and use the scale to determine whether the form of the writing is satisfactory. Don't guess when you are grading writing. Have a real standard, and the scale certainly furnishes you such a standard. Be strict in your grading. Let your certificates really mean something. You will not expect the same grade of writing from your seventh grade pupils that you do from your eighth, but I would ever keep the eighth grade standard before my seventh grade pupils.

I have tried to emphasize the value of the certificate and the scale in this first article. I have done this without the consent of the publishers of the *Business Educator*. I have not written

(Continued on page 20)

Who's Who

AMONG PUBLISHERS

No. 1

THE H. M. ROWE CO.



DR. H. M. ROWE
President

Author of Rowe's Bookkeeping and Accountancy, Commercial and Industrial Bookkeeping, Junior Arithmetic-Bookkeeping, and Editor-in-Chief of the Rowe Series of Commercial Texts. Dr. Rowe has had forty years of varied educational experience. A past president of the American Automobile Association and of the National Association of Corporation Schools, and director in many other educational and business enterprises, Dr. Rowe brings to his daily tasks a wealth of experience. With all his varied activities, "School-master" is the appellation that Dr. Rowe cherishes most highly—after that we suspect that he would like to be known as a real "dirt farmer"!



MR. H. M. ROWE, JR.
Vice President

"Harry," as he is familiarly and affectionately known to his associates and to his hundreds of friends among commercial teachers, acts in the capacity of General Manager and has charge of the Production Department. Many of the Rowe publications have had the benefit of his discriminating editorial attention.



MR. EARLE W. ROWE
Secretary

In charge of the Credit Department and of shipping and distribution. "Captain Rowe" has no other business in life so important as to see that you get what you want when you want it.



MR. LLOYD BERTSCHI
Sales Manager

Who thoroughly believes that "He profits most who serves best." He is also in charge of the Teachers' Bureau and of the teachers' correspondence courses in bookkeeping and accounting.



MR. CHARLES G. REIGNER
Head of the Shorthand Department

Author of Dictation Course in Business Literature, Advanced Dictation and Secretarial Training, Graded Dictation Tests, Classified Dictation Drills, etc. Mr. Reigner also prepared the New and Revised Edition of Rowe Shorthand and the supplementary texts and teaching material.

HELPS FOR THE INEXPERIENCED PENMANSHIP TEACHER

By Horace G. Heally

I propose in this column from month to month to bring to your aid a number of principles of method which will not only make your work easier and more interesting, but will insure the fullest possible success in securing results.

As a rule the teacher of an art is very little concerned with principles of pedagogy or psychology. He relies entirely upon the amount of native talent his pupils may possess. This works satisfactorily in music, painting and drawing; but it won't do for writing. Writing is a universal art, and any normal person may learn to write rapidly, easily and well.

The secret of good teaching is correct method. The foundation stones of correct method in teaching writing are the law of habit formation. The ultimate aim in learning to write is to reach the point where one writes well without conscious effort, where it is done automatically as in walking, talking or sewing.

Laws of Habit Formation

The laws of habit formation are three in number:

(a) Desire—Arousing the strongest possible purpose or aim. In this case to write easily, rapidly and legibly. Your students must have an interest in the purpose of their work. They must feel the need and realize the value of skill in writing.

(b) Repetition, frequent and attentive. Do not overlook that last word. Where your drills are so simple and monotonous that the student is uninterested you may be sure he is deriving very little benefit from them.

(c) No Exceptions — always doing the same thing the same way. This means that your pupils must always write at the same rate of speed; must always make each letter the same size and shape.

Let these three laws be your guide, and you will have very little trouble in making the high hills low or the crooked paths straight along the penmanship highway.

Next month: The Method of the Recitation.

ARNOLD

(Continued from page 19)

what I have in order that the Zaner & Bloser Penmanship Company may sell more certificates and more writing scales. I have great respect for the men who are at the head of this company, but it will not profit me directly or indirectly, if their business increases. I am urging the use of the certificate and the scale wholly and solely for the benefit of the supervisor and the teacher of writing. I know how hard boys and girls will work for certificates. I know how greatly they value them. Why, they often frame their certificates and hang them on the walls of their homes.

In my next article I shall tell of other ways and methods of interesting boys and girls in writing.



Advertising a Business College

By HARRY M. BASFORD,

Business Manager of the National Advertising Service Company
1424 Lawrence St., Denver, Colorado

No. 7. Planning the Campaign

Business college managers frequently write me asking how they can get the names of prospective students, and the letters received indicate that this is quite a serious problem with many schools.

The following extract indicates the general tenor of this correspondence: "We should like to do some advertising at this season but we are at a loss to know just how to reach the young people of this vicinity who ought to be interested in our courses. We have a list of about a hundred and fifty names, but there must be several thousand young people who would read attractive advertising matter if it were sent to them. Will you suggest or outline a plan of campaign by which we could secure the names and reach these prospects several times between now and the opening of our next term? You might also state what would be the expense of carrying out your suggestions so that we may be in a position to decide the matter."

A good mailing list of young people of business college age is a valuable asset to any school. Indeed, it is almost a necessity, if the school is to be successful. A mailing list of only a few hundred names is of little value because the percentage of returns that might be very profitable on a large list would not show a sufficient number of enrollments on the small list to make the advertising pay.

There are just three ways to get the names of prospective students in your section. One is to buy them outright from sources of supply which make it a business to furnish the names of high school and grammar school graduates each year and of public school teachers who may often be interested in a commercial course or a course to prepare themselves for commercial teaching positions.

The second is to get them from present students, from friends or others who are in a position and willing to furnish them without a cash consideration. Sometimes teachers will send in names and addresses of their students in consideration of a credit on scholarships to be used by themselves.

The third way is to advertise in newspapers or other publications, or to distribute in homes, offices, etc., advertising matter designed to make the readers inquire about the school either in person or by mail, when the name and address can be easily secured.

You may adopt one or more of these methods, or perhaps use a combination of all three of them. By whatever method the names are secured, the important thing is to work them with a well-planned advertising campaign and to keep the mailing list revised so that addresses are correct until it has out-



The above illustration has been quite successfully used in newspaper advertising and also, in two colors, as the cover design for a folder. The suggested subject is always interesting to young people, and correct handling can make a strong point of the fact that young men and women can prepare for well paid office positions in less time and at less expense than they can prepare for almost any other line of work.

lived its usefulness, which will ordinarily be in about three years.

In planning a campaign which includes the mailing of several pieces of advertising to a list of prospects, there are several fundamental principles which must be kept in mind. The advertising sent should be always attractive and interesting, appealing to the prospect upon his own ground and in language that will be easily understood. The advertising should be seasonable, that is, appropriate to the time of mailing. The campaign should be connected so that the effect of each mailing will be supplemented and increased by each following mailing. Perhaps the most important point is the handling of inquiries received from the advertising, because most of the enrollments must be secured by personal contact either at the school office or through personal correspondence. Printed advertising fulfills its purpose if it brings in a sufficient number of inquiries for information about the school, its courses, etc. The details of the work of selling the scholarships must usually be done in a personal way, and an im-

portant part of any campaign should be the individual handling of these inquiries.

It seems to me that school managers often overlook the greatest argument for taking up commercial training—that young people can qualify so quickly and at so small an expense for a well-paid position. This fact should be constantly emphasized in school advertising, and government facts in proof can be cited.

According to the Government Bureau of Education, the boy who stays in school until he is eighteen years old has earned by the time he is twenty-five year old, \$2000 more than the boy of the same age who left school at fourteen; also he is getting \$900 a year more pay. In other words, the additional four years at school are equivalent to an investment of \$18,000 at five per cent interest. Further, the earnings of the boy who stayed in school until he was eighteen will continue to increase rapidly for years, whereas the salary of the boy who left school at fourteen will never be much larger. (See page 29, Bulletin, 1917, No. 22, Bureau of Education, "The Money Value of Education," Government Printing Office, Washington. Price 15c.)

Advertising a business college is a continual process. A school can easily spend several thousand dollars in a single campaign, the total expense depending largely upon the size of the mailing list and the kind of advertising sent out. Wise managers also remember that no matter how good a piece of advertising is, it is necessary to continue to follow this up with other strong publicity in order to make a continued success.

Now to illustrate just what course might be pursued in an advertising campaign covering a period of three months, let us take for example a school offering the usual commercial courses with one or two special courses such as instruction in radio, sending and receiving, and hotel management. These last two subjects are quite new in vocational training, but within a few years they may become common subjects of instruction in commercial schools. Interest in radio is increasing tremendously and hotel work has recently come to be considered in its true importance.

Such a school as suggested should first of all have a comprehensive catalogue fully describing all its courses and featuring the two special courses mentioned. The book should be attractive, interesting, well illustrated and present the facts forcefully. Let us suppose this school has a mailing list of five thousand young people in its immediate territory. To begin with, this list might be circularized with a four-page letter-circular or letter-catalogue, as it is sometimes called. This is a four page sheet with pages 8½x11 in. On the first page is a letter printed or multigraphed in typewriter type and with the letter head of the school at the top. The three succeeding pages might be devoted to printed matter with some illustrations featuring the two special

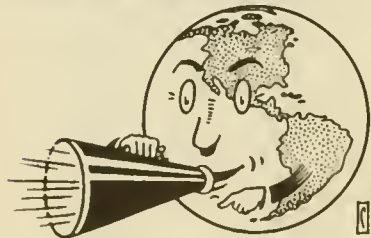
courses but outlining all the others and any special advantages offered by the school. This letter would invite inquiries for the catalogue and any special information desired.

At about the same time this letter was mailed, the newspaper advertising campaign might be started in six or more newspapers in the territory covered and these ads might be of five or six inch, single column size, mentioning the special courses and inviting calls and inquiries for the catalogue. These ads might be continued for several weeks or run on alternate weeks, that is, in three papers one week and in three other papers the next week, etc.

Following the first mailing, a form letter with folder featuring one of the special courses might be mailed, with reference to the regular commercial courses as well. Then about ten days or two weeks later, a letter with folder on the other special course might be sent out. A return postcard making it easy to reply would increase the number of inquiries with these letters. These three mailings might well cover a period of a month or a month and a half. Then a large folder or broadside as it is called, well illustrated, might be mailed to the same list and after this, a form letter alone with a corner coupon asking for the catalogue, might be sent out. It is usually impractical to mail an expensive catalogue to young people who do not ask for it on the ground that if the book is made attractive, those who are really interested will ask for a copy.

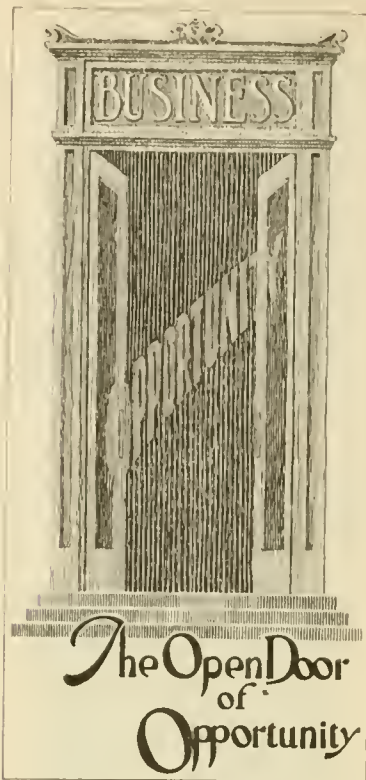
In connection with the campaign outlined, the school will probably be adding to its mailing list from various sources, and these new names would be followed up with the same literature that is sent to the original list. All office calls would be carefully attended to and followed up personally, and all inquiries should receive personal attention in the form of dictated replies in so far as time will permit.

THE WORLD CALLS



**FOR MORE-
STENOGRAPHERS
BOOKKEEPERS-
YOUNG PEOPLE TRAIN-
ED FOR BUSINESS...**

Here is an illustration designed for a series of single column newspaper ads. The idea is to attract the reader's attention by the rather unusual picture and lettering which would be followed by type matter regarding the school or its courses.



This design has been used in two-colors on the cover of a folder featuring the advantages of business and the opportunities for advancement that are frequently open to office workers. This point is one of the strongest inducements that can be made for enrolling in the business school.

MARSHALL

(Continued from page 18)

so tight as to practically cut off all circulation. She would have sucked the wound, she told me, but for the feat that it was on the back of her fore-arm near her elbow where she could not reach it. Then, after some difficulty, she caught her frightened pony, and made her way over the three miles of rough trail to our ranch.

Now, I had never before seen a case of snake-bite, and all I knew about it was from a boy scout book they had given me at the Red Cross headquarters. However, I put up a knowing front and went to it. I knew at once that I had to do with a bad bite, as the fang-marks were large and at least three-fourths of an inch apart. With a sharp knife, I made two deep incisions near the wound, into which I forced a half teaspoonful of the crystals permanganate of potash. Then I gave the girl ten drops of aromatic spirits of ammonia in a half tumbler of water, as both her pulse and temperature were sub-normal, and her heart action weak and irregular. Her lower arm was cold and livid and there was danger of mortification through the arrested circulation. Although I knew it was risky to let any of that poisoned blood back into the circulation, I decided to risk it, so slightly loosened the cinch. Upon this she almost instantly fainted, and

for an awful minute or two, I thought she was going to pass out. However, I soon revived her with ammonia fumes, and then gave her an additional stimulant, a fifteenth of a grain of strychnine. Alternately loosening and tightening the cinch and administering further stimulants as required, our patient happily pulled through, and is now completely recovered. I may explain that there are no doctors available out here, so folks mostly have to die a natural death. But the next day, we heard of a physician who was camping up the river and summoned him. Of course he got the credit for saving his patient. Just the same, I rather guess that but for my little Red Cross outfit it would have been the missionary preached we should have sent for instead of the M. D.

I have mentioned snakes other than rattler. Some of these I encounter in nearly every hike I go on. One of them is a long active fellow called "king snake." His sinuous body is a gay and pleasing alternation of cream-colored and chocolate rings, with a greenish yellow belly. He has a local reputation for killing rattlers by squeezing them to death, but I doubt if it is deserved. Curiously enough, the Indians fear the king snake greatly, and will tell you, "him heap wuss 'n rattle-snake." The youngsters found one near the schoolhouse the other day and were astounded when I picked him up and showed them that not only he would not bite, but that he had no teeth to bite with. The gopher snake is the only one of the snake tribe that the Indians do not kill. He is a big "logy" spotted serpent and is very useful owing to his penchant for young gophers and ground-squirrels, both of which are very destructive to the field crops and gardens. There is also a brownish colored one which the natives call "grass snake." He is the swiftest snake I have ever seen. When surprised in his haunts, he makes directly for his hole, passing right across his enemy's feet if he happens to be in his line of travel. For this reason he has the evil reputation of "chasing" people, for if you happen to run away in the direction he is going he keeps right on coming, and unless you are quick on your feet he will overtake and pass you.

There are several large lizards of which the Indians, quite without reason, are mortally afraid. One of these is finely striped as to his upper body, with a long tail that is brilliant sky blue. Another is a heavy moving creature, brownish yellow in color, and looking not unlike a Gila monster with the spots left off. Still another, which is very abundant, is stone grey above and bright blue beneath.

I cannot learn that any naturalist has ever given special study to the reptiles of this region, or, indeed to many of the other outdoor things. Very possibly, quite a number may be new to science. As for me, I am mainly concerned with the flowers, and guess I shall content myself with only a bowing acquaintance with the less approachable things, particularly the rattlers.



The Teaching of Office Methods

By JOHN C. EVANS

Lecturer on Office Management, New York University

In the teaching of Office Methods the time-honored questions present themselves—What, Why, Who, When, Where, How.

Upon the proper answers to these questions depends orderly procedure in the business office. The first and the last questions—the WHAT and the HOW—are matters with which teachers are chiefly concerned.

Knowing **why** we do anything adds interest and zest. The **who** in the office implies definite duties and specific assignments to individual employees. **When** signifies that these assignments are to be performed during given units of time, day by day, or during certain periods of each day.

Where suggests orderly arrangement in the office lay-out, the keeping of supplies for current use and reserve stocks of supplies.

Problem 1

Standards, Tests and Measurements
When a person offers his services to a prospective employer, he will be judged by three standards:

1. **Personal**, which includes health, appearance and the other elements included in the subtle meaning of personality. Unfailing courtesy and willingness are so important that they are included here in the first article. (An observing teacher should cite examples of these qualities which keep the machinery oiled.)

2. **Preparation**. Three phases on one's preparation will usually be considered: **Foundational**, grammar and high school; **higher**, college, and character of the courses pursued; **technical**, the specific business subjects studied and attainments therein.

3. **Work**—amount, kinds, quality.

No matter how striking a personality one may possess, no matter how good one's preparation appears to be, the final test is, can he or she do the job that is to be done in this office? Can he or she do a day's work in a day? Is his or her work well done? Could someone else do it more acceptably?

Business men are forced to make some sort of an easy preliminary test for an applicant. In the case of a stenographer this usually consists of a few simple letters dictated to be transcribed.

Our public high schools and private business colleges have set a 100 word rate to dictation, and a forty rate to copy straight matter on the typewriter, and usually no rate of transcription.

In my opinion, these standards are far too low. A graduate of a good school, public or private, should be able to take dictation of new matter at a rate of 120 to 125 words per minute and be absolutely sure of herself. She should be able to copy straight matter on the typewriter at from 60 to 80 words a minute. A rate of transcript

should be fixed. Some schools claim a standard of 35 to 40 words per minute. But, the students will come nearer 15 to 20. The alleged 35 to 40 is an acceptable standard and should be adhered to.

Dr. Galloway, in his book **Office Management**, gives the following "Points of a Letter to be Standardized:"

1. Date
2. Subject
3. Address
4. Salutation
5. Line spacing
6. Paragraphs
7. Sentences
8. Margins
9. Numbers
10. Quotations
11. Signature and complimentary close
12. Second sheet headings
13. Identifying initials
14. Marking carbon copies

Any good text on office management will give the different measurements usually applied as a day's office work of different kinds. Typing and transcription are usually measured by the line or square inch, filing by the piece, etc. It should be noted that office work consists of so many kinds of tasks that an altogether absolute measure cannot be established. For example, the same girl may write letters, take dictation, transcribe, file, make records, etc. The variety makes measurement quite out of the question.

To provoke discussion I venture the statement that the average girl should be able to take the dictation for and transcribe fifty to sixty letters a day, assuming he letters to be of average length, about 125 words each.

(Mr. Evans will undertake to answer questions about any of his articles or statements therein, provided RETURN POSTAGE AND COMPANIES the inquiry.)

TEACHER CHANGES

E. C. Shemwell from Pittsburg Business College, Pittsburg, Kansas, to Fairmount College, Wichita, Kansas.

Stella Ranum from Rural School, Belleville, Wisconsin, to High School, Slinger, Wisconsin.
Louis Lehr from Austin High School, Chicago, Illinois, to Mississippi A. & M. College, Agricultural College, Miss.

Mrs. Laura Thorp from Mankato Commercial College, Mankato, Minn., to Winona Business College, Winona, Minnesota.

Flora E. Moeckel from Brown's Business College, Kankakee, Illinois, to Mankato Business College, Mankato, Minnesota.

F. L. Phillips from Earlham College, Richmond, Indiana, to Berea College, Berea, Ky.

Gladys L. George from High School, Syracuse, Nebraska, to High School, Aberdeen, South Dakota.

Marv Long from High School, Golden, Illinois, to High School, Roseville, Illinois.

Chas. A. Bireline from High School, Coffeyville, Kansas, to High School, Walla Walla, Washington.

R. S. Miller is the new teacher of penmanship at the Albany Business College, New York, succeeding T. W. Wauchope. Mr. Wauchope has purchased the Barrie, Ont., Business College and will conduct it next year.

The work of Mr. Wauchope's pupils has been sent to us for Certificates the last year, and we know that he has been getting splendid results. We have no doubt Mr. Miller will continue the good work.

Mr. John R. Gregg sends us a program of the Annual Conference of De Bear Schools held at Liverpool, July 19 to 22, 1922. This conference marks the introduction of Gregg Shorthand in this great chain of schools in England. Among the speakers on the program were Charles I. Brown and Harold H. Smith, well known to many of our readers.

John W. Parker, a commercial teacher well known to hundreds of our readers, now with Piedmont Business College, Lynchburg, Va., was married on June 10 to Mary Gordon Moon. His many friends will join the BUSINESS EDUCATOR in congratulating him and in wishing him and his wife the greatest of happiness.



J. B. RICHEY

Supt. Schools, McKeesport, Pa.

Dr. Richey is one of the best known school men in Pennsylvania, and is famous for the thorough organization of the school system under his direction.

Since graduating from Allegheny College in 1889, he has spent his entire life as Superintendent of Schools, one year at Philipsburg, Pennsylvania, 12 years at New Brighton, Pennsylvania, and 20 years at McKeesport, Pennsylvania, where he has been Superintendent since 1902.

The Pennsylvania Educational Association honored him by making him President of the Department of City and Borough Superintendence in 1906 and the following year President of the Pennsylvania Educational Association.

Superintendent Richey's interest in public school writing is shown by the fact that last year he secured Miss Olive Mellon as Supervisor of Penmanship.



Beacon Lights of Penmanship

Some Notes on "A Century of Penmanship in America"

By HORACE G. HEALEY, A. M.
120 East 184th St., New York City

In undertaking a series of articles on "A Century of Penmanship in America," I am confronted at the outset by several problems. First, for purpose of a background, should any attempt be made to outline, even briefly, a history of writing up to the close of the Eighteenth century? There is, I must confess, a strong temptation to do this, but those who are interested will find their needs adequately met by consulting the works of Williams, Humphrey, or Thomas Astle. These volumes are to be found in any large library. Second, should the leading contributors be classified according to the decade of their birth, or to the era in which they thrived?

As association is memory's greatest aid, I have thought it best to identify, in a general way, the various "eras" or epochs in the progress of the art, and specify a few of the outstanding personalities who made definite contributions, either in the improvement of the art itself, or in the methods of teaching it. At the same time, it may be of assistance to some if the decade of birth be given. Therefore, I shall adopt a two-fold plan.

It will be obvious to the reader that the limitation of magazine space imposes certain restrictions in matters of personal history; hence, only the outlines of biographical sketches will be given.

It is difficult to explain why penmanship has been given such a conspicuous place in education in this country. So far as known, we are the only nation that has featured it as a distinct profession. To be sure thought is changing at the present time, and it may be possible that in a generation or two the ornamental penman with his "side hill" or oblique pen holder will be numbered with other extinct species of the animal kingdom. The most apparent reason for this unusual prominence is the fact that the subject was made a fundamental part of the very limited courses of instruction offered by the business schools which multiplied so rapidly beginning about the middle of the century. These courses, by means of intensified training in highly specialized subjects, such as Penmanship, Arithmetic, Business English, Business Law, and Elementary Bookkeeping provided, for the adult, a short route to employment in mercantile lines.

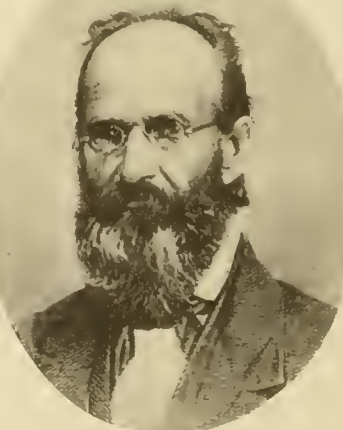
This explanation, however, fits only the cases of those who pursued the subject of penmanship just as they did that of arithmetic or bookkeeping. It does not account for the large number who became so fascinated with its beauty that they neglected other things for it. To be sure, there was a limited market for those who, in addition to their skill in ornamental writing and flourishing, possessed a certain talent

for imparting instruction; others could eke out an existence as card writers on street corners, at hotels, or by following the county fairs. A very plausible reason, also, is the fact that a great deal of pleasure was to be found in practicing, "playing with lines," as it has been called, thus satisfying the instinct of self-activity, an essential part of the emotional life. This was done without any thought of its resulting in any practical benefit. It is sad to relate that some of the brightest stars in the penmanship firmament closed their earthly careers either in direst poverty, or dependent upon charity for the necessities of life. In this respect, the beautiful art takes its place with music, painting, and sculpture.

Penmanship Eras

1. The Era of Development—1830 to 1850. Characterized by a complete transformation in style of writing; change from the old formal English round hand with all down strokes shaded, to a semi-angular hand, with little or no shading. Up until this time, all who could write well (very few could write at all) were supposed to write exactly alike; freedom, ease, and expression of individuality were encouraged.

The chief contributors were Platt R. Spencer, born in New York in 1800, and A. R. Dunton, born in Maine in 1813.



Platt R. Spencer was America's pioneer penmanship reformer. He was born in Fishkill-on-the-Hudson, New York, in 1800, and died at Geneva, Ohio, in 1864. His father dying when he was ten years of age, his mother took the family to the Ohio wilderness where, later, Spencer became a teacher of penmanship, establishing his school in a log cabin, called Jericho. This school proved a veritable fountain of inspiration, and from it for nearly

twenty years went forth America's greatest penmanship leaders. His sons, Robert C., Platt R. Jr., Henry C., Harvey A., and Lyman P., continued successfully the wonderful work which he began. To him we owe the first successful attempt to classify, harmonize, and systematize the fundamental principles of penmanship. Personally, he was a trifle above medium height; never fleshy, never lean; self-possessed, deliberate and well-poised; a very large brain; a true and warm friend. It was said of him that he might have been a lawyer, a minister, a doctor, or an author, but he was a poet, and above all, an artist.

George L. White, last year with the Fredericton, New Brunswick, Business College, purchased the Bowman Commercial College at Petersburg, Virginia, taking possession August 1. Mr. White is a splendid business penman and also writes a good ornamental style. We welcome him to the United States and trust that he may be very successful in his new venture.

T. W. Wauchope, who recently purchased the Barrie Business College, Barrie, Ontario, from H. A. Henry, is the subject of a column article in the Northern Advance published at Barrie.

From this article we learn that Mr. Wauchope received several tokens of esteem when he left Albany, including a traveling bag and wallet, presented by the faculty and students of the Albany Business College where he was Principal of the Commercial Department last year, and a silk umbrella by the men in the dormitory of the central Y. M. C. A.

Our best wishes are extended to Mr. Wauchope and the Barrie Business College under his direction.

F. L. Dyke, Dyke School of Business, Cleveland, Ohio, reports that J. W. Alexander will take charge of the Higher Accounting work in that school September 1st. Mr. Alexander is an expert accountant of wide experience, holding the C. P. A. degree from two states. His professional training was secured in Georgia School of Technology, Washington School of Accountancy and George Washington University. He has also taken special work in Higher Accounting at La Salle Extension University. Besides his experience as an Expert Accountant, he has for the last two years had supervision of the returned soldiers receiving training at the Western Kentucky State Normal School and Bowling Green Business University, both at Bowling Green, Ky.

Watch Details

It is the attention given to the details of advertising that make a campaign successful, and the advertiser cannot afford to neglect any part of the work nor intrust it to incompetent persons. The advertising of a school deserves the best attention from those most capable and results will justify persistent work along the line of any well-planned campaign.

HARRY M. BASFORD.



AMBITION TALKS

By Harlan Eugene Read

President Brown's Business Colleges of Illinois



THE VACUUM

Nature abhors a vacuum.

A vacuum is an empty space. When nature finds such a space she struggles to fill it up.* The roar of thunder is the sound of air rushing in to fill the vacuum made by lightning. When an electric bulb explodes the sound one hears is the rush of air to fill the empty space.

This is one of nature's lessons to those who wish to improve their brains.**

The brain is never idle. Scientists tell us it works even in sleep. Nature, abhorring the vacuum, sees to it that, in waking hours at least, the brain has something in it, good or bad.

When the thing in the brain is an evil thing,—a bad habit, a low taste, or a fear,—the natural rule against empty spaces suggests a means of remedy.

The remedy is: Crowd out a bad habit with a good one. Substitute a high taste for a low one. Eliminate fear by a direct activity. Never simply resolve to be rid of an evil. That isn't enough. It leaves an empty space.

Displace a vice with a virtue, not a vacuum.

We see this rule in all our activities.* It is not enough, in politics, for ex-state needs money and the statesman who wishes to rid his people of an unjust tax must substitute a just one for it.* In religion it is not enough to destroy the faith of the world in an old form of belief; a new form and a better

must take its place.* In business, when ample, to be rid of a bad tax. The an old, expensive method of manufacture or salesmanship is abandoned, a new one must be substituted.

In conquering bad habits and fear this great principle must be used: Fill up the vacuum.

A woman who screams when she sees a mouse, will face a bear to save her child. In a burning house an invalid who has been in bed for a year will walk down stairs carrying his mattress on his back. A coward often becomes a hero in a battle.* The greater emotion always drives out the lesser.**

Ambition is one of those greater emotions, and is especially powerful in the lives of the young. Love is another. A sense of honor is a third.* Fill your lives with these things and you will crowd out what is mean, and vile, and low.

THE AMERICAN LEGION NATIONAL ESSAY CONTEST

Subject: "How the American Legion can best serve the nation."

The American Legion National Scholarship Prizes:

First prize, \$750.

Second prize, \$500.

Third prize, \$250.

First prize in each state will be a silver medal; second prize a bronze medal. Other prizes will be awarded in different states, and announced later.

The cash prizes will be used only

towards scholarships in colleges designated by the winners.

Rules

All girls and boys between the ages of 12 and 18 inclusive are eligible to enter this contest.

Only one essay to a person.

Essays will not be over 500 words in length.

Essays should be written in an affirmative and constructive way.

Only one side of paper to be used. A margin of one inch must be allowed on either side of the paper.

After essay is completed, paper should be neatly folded—not rolled.

Spelling, penmanship and neatness will be considered in judging the winner.

Age will also be given full consideration.

Date

All essays must be received at a place designated by the County Superintendent of Schools not later than midnight of October 6, 1922.

Pledge

At the end of each essay, the following pledge must be signed:

"I hereby pledge my word of honor that I have written this essay myself. I am.....years old."

.....
(Signed) Name of Contestant

.....
Street Address

.....
Town

.....
Date

"The penmanship students wish to thank the members of the staff of the Business Educator for their kind consideration and helpful suggestions."—
(The Ink Pot, Englewood Business College, Chicago.)



Ninth Grade, Junior High School No. 1, Trenton, N. J. These are the winners of the Zaner Method Certificates. Lillian W. Young, Teacher. Alice E. Benbow, Supervisor.

A Little of Everything

By CHARLES T. CRAGIN
Holyoke, Mass.

A KENTUCKY MOUNTAINEER The Story of a Supervisor

Part II

To Mr. H. C. Wilson, dealer in stocks, bonds and securities, came Jed Lawrence, supervisor and acting counsel for Rose Ellison. Information regarding the forged checks was what Jed wanted, for these checks, eleven in number, as well as several more preceding their date, which he had every reason to



believe were genuine checks were all made payable to the order of Wilson, the broker. Passing through a small public room with the blackboards, where customers sat around and smoked and chewed and watched the blackboard quotations, Jed found himself in the room with Mr. Wilson himself. A man of 50 was Wilson, fairly well dressed, a man with honest blue eyes, sandy hair rapidly departing from the top of his head. He met Jed courteously and answered readily the questions put to him by the supervisor.

"Mr. Wilson, I wish you would tell me what you know about Mr. Ellison of Lakeville," began Jed.

"Well, now, I know a good deal about Mr. Ellison, for I was brought up as a boy in Lakeville where he was one of the solid men of the town. After I came to Claremont as a clerk in the brokerage house of Henry Clews & Company, Mr. Ellison often asked me

about stocks and bonds and sometimes he would invest a few hundred dollars in some stock if he got a good report of it from us. He didn't buy for investment, for whenever the stock went up a few points he would sell it and try something else. After I went into business myself he transferred his custom to me."

"Was he a regular customer?"

"Well, you might say so but he didn't keep up a running account."

"How often did you see him personally?"

"Why, for a few years I saw him quite often, but for the last five years I don't suppose I saw him three times a year."

"As I understand the matter, it was only in the past two years that he began to trade heavily with you and buy large blocks of stock."

"Yes, that's right; he began about two years ago last January to launch out, on two or three lines of stock, oil, copper, and automobiles. These stocks were jumping up and down, and while he hit, some of the time, he generally came in at the wrong time and closed out with a loss. Then he would keep away for several weeks, but he would come back again."

"Did he do these transactions personally?"

"Yes, always, at first, but lately sending checks by mail a good deal."

"Did you notice anything particular in his actions or personal appearance?"

"Why no, I didn't always see him; he would come in here, put up a check either with me or my cashier, tell us what to buy, then perhaps we would get a telephone call from Lakeville to close out, when he got enough so that his nerves went back on him."

"How long since, have you seen him personally, Mr. Wilson?"

"Why, it must be four months I think. He came in here, and I thought he was looking bad, and he talked kind of funny; but he didn't do any business that day. He asked me what I thought of Central Leather and Studabaker. I advised him to keep out them for the present, and he went away and the next I heard about him he was up there in the sanitarium, and I saw by last week's paper he was dead."

"Yes he is dead," said Jed Lawrence.

At Lakeville there was called on Saturday morning of this week of investigation a meeting of parties interested in the defalcation of the dead town treasurer and at this meeting appeared Jed Lawrence representing the niece, Rose Ellison.

To the astonishment of the bank officials, the selectmen of the town and the bondsmen of Mr. Ellison, Lawrence said: "Gentlemen, I claim that there is absolutely no defalcation on the part of the dead man who was

buried here Thursday. I have picked out here from this bunch of returned vouchers, extending over a period of nearly two years, eleven checks, ten of which I pronounce forgeries, probably all of them are forgeries, but it is possible that one of the eleven is genuine."

It was a thunder bolt dashed in the midst of the startled meeting, and at once the president of the bank who had come up from Claremont to attend the meeting said: "What evidence have you that these ten or eleven checks are forgeries?" "This evidence: The signatures of these eleven checks are exactly alike and no living man can write his signature eleven times alike. This is the simplest, easiest and most common kind of forgery, made by taking a genuine signature, placing over it a piece of transparent paper and with a pencil drawing a perfect fac-simile of the signature. The forger with that as a stencil traces a very light signature on the check to be forged. He goes over it with a pen and you have a perfect forgery of the genuine signature but all the forgeries you make with this stencil will be alike. I will demonstrate to you that these signatures are all alike," and he did.

"Now you don't have to take my word for it," said Jed to the banker. "Send these checks to the best experts on the questioned hand-writing in America, Carvalho, Ames, Osborn, Dennis, they will all tell you the same story, and they will prove it to the satisfaction of any jury in a Court of Law."

"Good heavens," said the first selectman of the town, "who forged these checks, and how much do they come to?"

"They come to the full amount of the deficit in Ellison's accounts. Every dollar of it, and more, is covered by these forged checks. The balance of cash is in Ellison's favor, a small amount, not against him. He has been careless but not at the expense of the town; rather he has failed to charge up to the town personal payments for expenses when he might have done so, and that's why the town owes him, not he the town."

"Well! well! well! This is a horse of quite another color," said the bank man. "But Wilson, the broker, presented all these checks. How about Wilson?"

"Mr. Wilson tells a very straight story," said Jed Lawrence. "I think he is a twenty-four karat fine liar, and the forger of these eleven checks, but whether it can be proved or not is quite another story. He has on his books stock transactions with Mr. Ellison extending over a good many years, in fact, ever since he first began business, for the old gentleman did buy stocks at times and until within the past three years he almost invariably made small sums off these transactions. It is only in the past two years that he began to plunge heavily and buy on margin and lost large sums, but the books will show records of these transactions. If Wilson forged these checks—

(Continued on 2d following page)

SYNOPSIS

Jed Lawrence, a young Kentucky mountaineer with a talent for good writing, driven out of his native place by the feud which cost several lives, went to business college where his fine penmanship attracted the attention of Mr. Zancr, who advised him to make himself fit for a supervisor. He did so and took a position in the city of Claremont, a place of one hundred thousand population. He was quite successful and becoming interested in questioned hand-writing, was often called to testify when such cases arose.

Now comes the woman in the case. Rose Ellison, an attractive young woman from Lakeville, a neighboring town, calls upon Jed for advice in the matter of a shortage in the accounts of her uncle, the recently deceased town treasurer of Lakeville, who had been in failing health for some years and the last few months of his life had been spent in a sanitarium. The town claimed he was fourteen thousand dollars short in his accounts, and had attached his property. Rose and her aunt would lose everything if he was shown to be a defaulter and it would go hard with the aunt who was in advanced years and feeble health, and the girl could not understand how her uncle, usually a careful, honest man, could have been speculating to such an extent for it was through dealings in stocks, apparently extending over several years, that the shortage arose. Jed went to Lakeville with Rose Ellison, made a careful investigation of the vouchers in the case and pronounced eleven of the checks amounting to over sixteen thousand dollars to be forgeries, and the next day he went to the office of Mr. H. C. Wilson, broker in Claremont, in search of further information.



LEARNING TO DICTATE

A Series of Lessons in Dictating Business Letters, for Men and Women who Expect to be Important Enough to Have a Stenographer

Instructions from a series of "Better Letter Bulletins"
Published by Thos. A. Edison, Inc. Exercises by the Editor

FIRST SAY WHAT YOU ARE TALKING ABOUT

By Edward Hall Gardner, Professor,
University of Wisconsin. Author
of "Effective Business Letters"

(By permission of Thos. A. Edison, Inc.,
Orange, N. J.)

Suppose you come to the desk of a busy executive to ask a question.

Do you begin, "Last spring Jones & Co. sent us an order, and your ruling then was thus and so, and our experience since then has been of such and such a kind, and we have written them to this effect, and they now send us an order for such an amount of goods, and I want to take up with you the matter of their credit?"

You do not. The chief is not looking for lectures on ancient history until he knows that they are needed. The sign that is hung on his face at this moment reads:

"Kindly state your business."

And you say, "Shall I pass this order from Jones & Co.?"

What is more, you know just what to say next. The present state of Jones's account, his past record with you, are on the tip of your tongue, all arranged in order of importance.

The same rule holds in letters.

Get your subject first. Then decide on what to say second and third.

Think of this especially when your letter asks for some definite action. Sometimes explanation must come before the question, but in nearly every case the subject can be plainly stated at the beginning.

Here is a badly confused letter. With the subject first, the whole matter is covered in one clear, short paragraph. Under the revised letter are samples of simple first sentences, which get to the heart of the matter without delay:

(As Originally Written)

One of our offices recently had occasion to requisition from us six of your No. 100 switches, but found same not complete, inasmuch as some parts were lacking and could not be found in the packages. We are in receipt of a memorandum from them wherein they inform us of this and ask us to adjust the shortage.

Will you kindly mail to them the missing parts, consisting of nut covers and fibre washers. The address is 165 Broadway, New York.

(As Revised)

Please mail direct to our New York Office, 165 Broadway, six nut covers and fibre washers for your No. 100 switches. They requisitioned these switches from us recently and found the parts short.

Thank you for giving this your prompt attention.

OTHER FIRST SENTENCES:

We are tracing your order for rope, mentioned in your card of April 2.

We can furnish paint as specified in your letter of Oct. 10 at the following prices:

Our catalog is being held up for the woodcuts promised by your representative.

Promptly on receipt of your telegram we wired our factory to ship at once your order No. 965 being held for May delivery.

Keep down the length of routine correspondence by getting your subject first. This principle smooths out letters that were all tangled up, cuts out wordiness and rambling sentences, and

gets quicker action in reply to correspondence. Analyze the letter before writing it. Determine what the subject really is. You know what the reader needs to know about the case, and what is superfluous. Put at the head of the letter what he wants to know first. Let him know what you're talking about. (Copyright, 1918, by Thomas A. Edison, Inc.)

Letters to Write

1

A. B. Jones writes you as follows: "Will your Acme Post Hole Auger work satisfactorily in ground where the stones run as large as a man's fist?" It won't. Tell him so.

Write to Black & Reed, asking for a catalog of baker's machinery. You don't care to see a salesman just yet.

Tell J. H. Murphy that the wagon he sold you two months ago has already shown signs of breaking down, although he guaranteed it for one year. Suggest what you think he should do about it.

Improve this letter, putting first what the reader is most interested in:

"Dear Sir: We are in receipt of your valued letter of the 15th, and in reply would say that the chair shipped you on the 3d which you say arrived in a badly damaged condition, was carefully packed by an experienced packer, following methods that have been found successful in hundreds of shipments. We think the shipment must have had very rough or careless handling, and that there is good ground for a claim against the railroad company."

"Under the circumstances, the best we can do is to ask you to return the chair, and we will send you another. Please send us the paid freight bill, on which the agent has noted the damage, so that we may present claim."

HOW TO USE THE LESSONS

Read Them. The suggestions as to the spirit of business letters, and trite expressions to avoid, will be helpful to any man who writes letters. They are especially value to the man just starting to compose such letters; he should never fall into the habit of using the jargon that sometimes poses as "Business English."

Dictate the Letters called for in each of the suggestions. Study about what to say and how to say it as long as you wish; think about it for a day, or for a week, if necessary; but when you are ready to dictate, dictate. Don't hesitate and hem and haw and stammer — go right through with it. If the result doesn't sound convincing, dictate it again. If you can get some friend to take it down in shorthand and make a transcription, so much the better. Sometimes what **sounds** all right as you speak it doesn't **look** so well when written out.

For Class Work. The class should study the lesson preceding the exercises before the class period; then they should individually be given the opportunity to dictate the letters called for. The class should not be so large but that every member shall dictate at least one letter every recitation.

It is important that some, at least, of these letters be transcribed. It will usually be possible to have a shorthand writer at hand to take down the letters as they are dictated, and hand in a transcription the next day.

If a dictating machine is available, it may be used for the dictation practice. The student will become accustomed to manipulating the machine, and will learn to arrange his thoughts in order before beginning. He can also listen to his letter, and detect any incorrect expressions without having it transcribed.

A copy of all letters written by every student should be preserved. Some of them will be referred to in later lessons.

It must be admitted that much of the skill needed to dictate a good business letter must come from experience in the particular line of business for which the letter is to be written. But so much of the skill which makes the book-keeper or mechanic or stenographer valuable to a business be learned in that particular business. Is it not illogical to require a year's training in shorthand for the stenographer, who is merely to record the thoughts of the dictator, and leave the dictator himself, whose words are formulating the policy of the business, to learn the mechanics of dictating by expensive experience?

The lessons that will follow will offer some suggestions for the composition of business letters, with situations calling for letters to be dictated. The purpose is not merely to improve the "Business English" of the reader or student, but to give practice in fluent expression.

This series may be worth a fortune to you, but it can't help you unless you use it. BEGIN NOW; read the suggestions carefully and dictate the letters. Dictate them aloud, whether or not they are written. Announcement of a contest in letter writing will be made in the next number.

20th Century Bookkeeping^{AND} Accounting

CRAGIN

(Continued from 2d preceding page)

he covered his tracks pretty carefully, and he evidently knew much more than anybody else about the mental condition of Mr. Ellison."

"Well," said the first Selectman, "You've put an entirely different face on this matter."

"Yes," from the bank president. "We will call in two or three of the best pen experts and if they confirm what you have said about these checks being forgeries, the bank will have to stand the loss, but we must find out who is the guilty party."

The Worn Letter H

And then luck came their way. Wilson, the Broker, had been requested to attend the meeting and tell what he knew about Ellison's speculations. But Wilson, the Broker, did not come. Instead, he sent a letter explaining that he was detained by illness in the city that day, and in this typewritten letter he briefly set forth the circumstances in which he said Mr. Ellison had bought stocks or ordered them to be bought. He also said that he would be glad to personally explain the matter if they would call at his office or send a committee there. There had been several communications from Wilson before, all on the ordinary office stationery, and a curious thing caught the eye of Jed Lawrence as he glanced over the letter. He noticed that the letter H of the typewriter was slightly worn on the corner of the upper part of the letter, leaving an imperfect impression of the letter itself on the paper, and glancing at the word hundred, written with a capital H as it often is, on one of the questioned checks, he saw that same defect in the letter H. There were several of these letter H's on the typewritten amounts filled in on the face of these forged checks, and every one of them had that missing corner.

"There's a large gilt edged clue," said Jed to himself. "The same typewriter that wrote that letter filled out these checks, and if we can get that typewriter we will prove that it wrote these checks, for I know you can take a type-bar of any typewriter and you will find that it is not exactly like the type-bar of any other machine even of the same make."

The meeting had adjourned to meet again next Tuesday, and Jed went to one of his friends, a young and dashing lawyer—Jim Brennan. Jim had been a good deal of a sport in his day and wasn't entirely over it yet. When Jed presented to him the facts of the case, he said:

"What do you think?"

"Well," said Jed, "I think this: I think that Wilson did the trick. I haven't any doubt of it and I think he did it on his own typewriter, if he's got

one, in his private office or in his house, one or the other, most likely at his house. The chances are a hundred to one that he's got a typewriter there. He saw that old man Ellison filled out his checks on a typewriter, names and amounts. He got the same kind of a ribbon, an ordinary black, and he filled out those checks as he wanted them. He didn't do it right along. You will notice the first of those checks, dated nearly three years back, is for a small amount, so small that if it didn't go through all right he could have fixed matters without much difficulty. It went through without a question and it ran along several months before he tried the same thing again, perhaps when he got hard up. The amount was larger this time, but not very much. He had seen Ellison, of course, and he had seen that he was pretty nearly 'non compos mentis,' and that he was probably not auditing his account, or comparing his bank balances with his check book balances; then he became

bolder, the checks came oftener, but in every case he wrote up an account in his books to offset those checks so that he had evidence to show in case trouble did come. That's the way I think he did the trick."

"Well," said Jim Brennan, "there's just one thing to do. We have got to get that typewriter and we have got to get it so as to prove that it is his. Now, there is just one thing to do, swear out a warrant for this fellow and arrest him for forgery; it's a mean thing to do if he's innocent, but he isn't. With him under arrest, we can get his typewriter, if he's got one at the house, or the one at the office in his private room, and the chances are a hundred to one that we will prove by that typewriter that he wrote those checks, if he hasn't been bright enough to destroy the typewriter, which he would do if he was a hundred per cent efficient, just as quick as he found there was trouble with Ellison's accounts, but every criminal is more or less a blank fool, never a hundred per cent efficient, and we can chance it, and see if he did."

They went to the chief of police and the district attorney who lived in that city and before him they stated the case and asked his consent to swear out a warrant for the arrest of Wilson, the stock-broker.

"Are you positive the finding of such a typewriter as you describe would prove the forgery of these checks and convict this man?" said the district attorney. "It is an absolutely sure thing, if he has that typewriter in his possession at his room, where only he had access to it. There isn't a jury in the country that would fail to convict him if we can get the typewriter," said Brennan, the sharp young attorney to the attorney.

"Can you prove that one typewriter is different from another? Aren't they all alike? I don't see any difference," said the chief of police.

"No you wouldn't," said Lawrence, "but an expert from the typewriter company would show you that no two of even their own typewriters will give you exactly the same impression, and he will show a jury beyond a shadow of a doubt, if we can get the typewriter that wrote these checks, that no other machine could have done the job."

"But you say Wilson had a straight book account for all these deals with Ellison. The figures are all there, and a jury's apt to think figures won't lie."

"Yes, Mr. Attorney, he did have book accounts to show the results, he claimed, but it's not difficult at all if he faked these accounts to prove the fact. Once we get hold of his books we will show the jury that there isn't anything that lies worse than figures when a scamp makes the figures."

(Continued on 2nd succeeding page)



W. LEE HALL

Just because Kentucky horses are noted for speed, and Kentucky women for beauty, is no reason to conclude that Kentucky men are slow and homely. In truth, they are neither, but are alert, fine looking, hard working, progressive fellows.

For instance there is W. Lee Hall, pictured above. Mr. Hall is head of the Penmanship Department of Bowling Green, Kentucky, Business University, and as such comes in personal contact with more penmanship teachers of tomorrow than perhaps any other man in America.

Mr. Hall is a Kentuckian, born in Grayson Co., and received his penmanship training in the school where he now teaches under S. E. Leslie. He married a Kentucky girl and is the father of a fine Kentucky boy.

Referring to the statement with which we began, a glance at the picture will prove one part of it, and to observe Mr. Hall in his penmanship class for 10 minutes will prove the other part.



THE ZANERIAN REUNION July 5 to 7, 1922

Officers for 1923—

Pres., E. A. Lupfer, Zanerian College of Penmanship, Columbus, Ohio.

Vice Pres., Laura Jane Breckenridge, LaFayette, Indiana.

Secy. and Treas., C. G. Eckvall, Fargo, N. Dakota.

The high spot of the Zanerian Reunion was the banquet at the Chittenden Hotel Thursday evening, July 6. 78 persons sat down to supper, after which the Editor of the Business Educator, acting as Toastmaster, called on each one to respond briefly telling who he was, the thing for which his state or city is noted, what fixed his interest on penmanship, and to relate a story. Everyone responded most creditably. Music was furnished by the students in the Zanerian under the leadership of Mr. Minster with Miss Bryson at the piano. Mrs. H. A. Roush, Wilmington, Delaware, gave two piano solos, and Miss Bryson sang.

The reunion opened Wednesday evening, July 5, with an entertainment by the students now in the Zanerian. Songs, readings, and instrumental music provided delightful entertainment for the audience that filled the new school room on the second floor of the Zaner & Bloser building. Thursday morning, July 6, Mr. E. G. Miller, Supervisor of Penmanship in the schools of Pittsburgh, Pennsylvania, spoke of the life and work of Mr. Zaner, paying eloquent tribute to him as a penman, engrosser, author, teacher and as a man.

Mr. W. H. Mikesell, speaking on the subject of High School Penmanship, said he believed in teaching the letters rather than spending too much time on movement exercises. He thought we should not attempt to teach too much but if we covered one-half the alphabet

of capitals in the semester and brought about improvement in writing them, we were doing enough.

Mr. H. A. Roush, Wilmington, Delaware, agreed with Mr. Mikesell as to the importance of letter practice rather than movement drill. He said also that it was not best to insist that every pupil in the High School should write the same style as the teacher. In answer to questions, both these teachers stated that they did not count for all of the writing lesson. They tried to count enough to get pupils started to writing at the proper speed, and then counting was omitted.

Miss Emeret E. Booth, Supervisor of Penmanship, Warren, Ohio, said that this year she was going to ask for a set of papers from each room each month. These papers were to be regular work turned in from the students in Spelling, Arithmetic, Language, or other subjects. The object is to secure good writing in all subjects in every room.

Miss Henrietta Evers, Xenia, Ohio, takes work from one room and posts it in a room in another building of the same grade. She finds this helpful in arousing teachers to the importance of good writing.

A discussion brought out the fact that in several schools writing is not taught at all above the 6th grade and in some other schools where it is taught, the time which is given is very short. It was agreed that this plan does not secure good writing in the High School or qualify the High School students to do satisfactory writing after they leave school.

Miss Hazel Depler, Supervisor of Penmanship, Williamson, W. Va., mentioned that in their High School they have three Literary Societies, and that recently the programs of these societies which are posted in the hall, have been prepared with pen instead of on the

typewriter. The result is some rivalry among the students as to which can prepare the most attractive looking program.

Thursday afternoon Miss Evers gave a splendid talk on "Self-Development." She mentioned the various means of self-development which are available for all of us, such as contact with people, correspondence courses, public meetings of various kinds, University extension courses, Summer Schools, etc. Miss Evers is a good example of what can be done along this line, having broadened her own education not only through normal school and college work, but by reading and study since graduating from college.

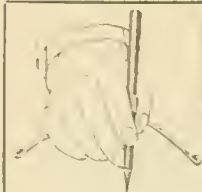
Interesting discussions along this same line were offered by Miss Olive Mellon, Pearl Stewart, Laura Jane Breckenridge.

Mr. Minster described the system of penmanship supervision developed by Mr. Peterson of Scottsdale, Pennsylvania. Mr. Peterson has charge of supervision in a number of cities and school districts in that part of Pennsylvania and works through a corps of trained supervisors. This suggests that a similar work is needed in many other school districts throughout the country if penmen can be found to do the work.

Friday, July 7, D. W. Weisel, Assistant Superintendent in Mahoning County, Ohio, in charge of penmanship and drawing, described the method he uses to improve the writing in the schools throughout the county. J. A. Kirby, New York City, mentioned these characteristics of good writing: Healthful posture, Efficient position, Efficient movement, Legible forms, and Speed sufficient for the needs of the writer. He said that four out of five of the pupils entering the High School of Commerce, New York City, wrote so poorly that they were required to take penmanship in the High School.



In front of the new building, Thursday, July 6, 1922



LOWE'S WRITING FRAME—For Beginners

Only successful device ever invented to enforce correct position and prevent side-hand movement. Thousands in use and repeat orders pouring in for full term. Adopted by Atlanta School Board after a year's thorough test.

Teachers: Write for loan offer of 40 Frames for 30 days.

At Retail 15c. each
With Cork-tipped Penholder 25c. each
Introductory Price (40 or more) 12½c. each

W. C. LOWE, Writing Director Schools
138 SOUTH PRYOR STREET, ATLANTA, GEORGIA
(In ordering state whether large or small pencil is used)

CRAGIN

(Continued from 2d preceding page)

"Nothing except tombstones can lie worse than figures," said Brennan.

And so they got a warrant which gave them authority to arrest the stockbroker, take possession of his books and search his apartment. He was a very indignant person, Mr. H. C. Wilson, when they sprung this warrant on him and a police officer suggested that any attempt to avoid arrest would result in handcuffs. In the private apartments of Wilson they found a Remington typewriter and one impression of its alphabet showed conclusively that it was probably the machine which wrote the checks.

The Trial

In the court proceedings that followed, an expert from the typewriter company showed the jury beyond question that this machine and no other filled in the names and amounts on the eleven forged checks, for he pointed out many more points of identity, besides the imperfect capital H, and an expert auditor showed that the transactions on Wilson's books which dealt with Ellison were faked, for no record of such transaction could be obtained from the Stock Exchange firm with which he claimed to have made the transactions. And then, as evidence piled up mountain high Wilson broke down and confessed the whole story. He had known for a long time that Ellison's mind was failing. Ellison knew it first, and had stopped dealing in the small blocks of stock he really did buy and sell. Then one day Wilson, hard pressed for money, ventured the experiment of forging a small check, using a genuine Ellison's check for the forgery and using his own typewriter, in his own room, to fill out the names and amounts.

He had reason to think that the treasurer was by this time badly mixed in his business affairs. The check went through all right and the next time he was hard up he tried it over again for a larger amount. He knew, and had known for at least two years, that Ellison was liable to break down at any moment and urged by necessity, his operations grew larger and bolder till death of the treasurer brought them to an end. The jury brought in a verdict of guilty, and the judge provided free board and lodging for Mr. Wilson for a term of five years.

A Bill for Services Rendered

It is unnecessary to say that when a young and good looking man and a young and attractive woman work together constantly on a subject in which both are deeply interested, with the young woman very grateful for the aid

of the young man and the young man very anxious to help the young woman, they will get to know each other very well indeed. Friendship is pretty sure to result, and you know what friendship often ends in, at least the old verse says, "Friendship often ends in love but love in friendship never."

When Rose Ellison came to ask Jed Lawrence for his bill, he suggested terms of payment which made her blush like a red, red sunset, but she didn't seem to think the terms exorbitant or unreasonable, and a few months later she changed her name from Ellison to Lawrence. She said it was easier to make a letter L than a letter E. You see she had taught penmanship.

ELLIOTT SHIELD

A Keyboard Cover for teaching Touch Typewriting. 35c each, postpaid.

A. E. ELLIOTT, Box 579, Cincinnati, Ohio

DIPLOMAS

For Schools and Colleges

Specialty Designed or Supplied
from Stock

For nearly twenty years we have done all the engrossing and diploma work for the University of Wisconsin.

B. C. Kassell Company

105 North Clark Street
Chicago, Illinois

PROJECT METHOD IN TOUCH TYPING

By John Comstock Evans, Instructor in Methods of Teaching Typewriting in New York University

GRACED—PROGRESSIVE—CO-ORDINATED

A class room product, the result of teaching typewriting to all grades of pupils, in all kinds of schools. The 10 Graded Units constitute a most complete, thorough and comprehensive course in typewriting. As the Units are bound separately, they can be used singly or in selected combinations. Selected Units are admirably adapted for short intensive courses. Strengthen your typewriting course with suitable selections from Units.

Unit One, The Keyboard; and Unit Two, Fundamental Vocabulary are now ready.

Samples, two dimes each. Ask for folder T. T.

Address, **JOHN C. EVANS**
122 Princeton Road Elizabeth, N. J.



Train for Commercial Teaching

and qualify to do high grade teaching in the best high schools and private commercial schools. Our graduates are in every state and in some foreign countries, holding the highest positions as commercial teachers. A postal card request will bring to you by return mail our Teachers' Bulletin and Circulars.

ROCHESTER BUSINESS INSTITUTE, Rochester, N. Y.



Be Wise; Study-at-Home

High School, Normal, College, Business and Professional Degrees, Catalog Free. TEACHERS PROFESSIONAL COLLEGE, Washington, D. C.

For Sale

Good Small College in ideal location in Washington State

Address "RELIABLE"

Care The Business Educator, Columbus, Ohio

Be a Photographic Journalist

New profession, large salaries, wonderful traveling experience, all expenses paid. Hundreds in demand. Easy to learn. Amateur photographers and kodak owners especially. Particulars free. Complete course, lesson plans, etc., prepaid, \$5.00.

ADDRESS

The Walhamore Company, Lafayette Bldg., Phila., Pa.

FOR SALE

All or part interest in oldest and best known school in a growing city of 100,000. If part interest is sold, must have man who is a proven business getter, or first class teacher. This proposition will stand investigation, but unless you have several thousand dollars to invest, do not reply.

Address "OPPORTUNITY"

Care The Business Educator, Columbus, Ohio

A Business of Your Own

No position or profession in the world offers you the opportunity for advancement or the money-making possibilities unless you "are your own boss." No one ever became rich working for the "other fellow." Did you ever know a wealthy penman? I can show you how to make some "real money" if you want to make it. My literature is yours for the asking.

C. F. BEHRENS, Consulting Chemist

P. O. Box 573 Cincinnati, Ohio

YOUNG GENTLEMAN

desires position as teacher of Penmanship, Book-keeping and allied subjects, in reputable business school. A-1 references furnished.

Address **TEACHER**

Care The Business Educator, Columbus, Ohio

ADVERTISING A BUSINESS COLLEGE

After you read this article by our general manager, Harry M. Basford, in this issue, write us about your own advertising. We can furnish everything you need to make your advertising pay—Copy, Drawings, Cuts, Printing, Syndicate Folders, Mailing Cards.

National Advertising Service Co.

School Advertising Specialists

1424 Lawrence St. Denver, Colo.

ZANERIAN IN NEW POSITIONS

The following students in the Zanerian Summer School are new supervisors of penmanship in the towns mentioned.

C. Spencer Chambers, who has been teaching for several years in the Pittsburgh, Pennsylvania High School, is now supervisor of penmanship in Syracuse, New York. Mr. Chambers brings to his work splendid natural talents, broad education, unusual skill in penmanship, and fine organizing ability. He is well known as a teacher of commercial subjects, and has had considerable experience in detecting forged handwriting.

Emma C. Brewer of Middletown, Ohio, will be supervisor of penmanship in Massillon, Ohio, next year.

Guy L. Bovey will be supervisor of penmanship in Fairmont, West Virginia, next year. Mr. Bovey was supervisor in Lenoir City, Tennessee, for two years, and the good results he secured entitled him to the promotion to a larger place.

C. B. Boland, last year supervisor of penmanship in Springfield, Mo., will next year supervise penmanship in the New Bedford, Massachusetts Schools, where the Zaner Method has just been introduced.

Lois Jacob, Penmanship Teacher, Tobin College, Fort Dodge, Iowa.

Four students from our 1921 Summer School have secured new positions for next year, as follows:

Elizabeth McLeod, Supervisor of Penmanship in Muskegon Heights, Mich.

Harriet Raffle, Teacher of Penmanship, State Normal School, Lock Haven, Pa.

Helen Cotton, Supervisor of Penmanship, Schenectady, N. Y.

Ethel J. Kesterson, Supervisor of Penmanship, Springfield, Mo.

KEEN WEAPONS NEEDED

Modern business is a contest in which the weapons used are Good Judgment, Quick Wit and Keen Perception. He whose weapons have been shaped in the forge of Study and sharpened on the stone of Training will invariably win over his rivals who have not been so armed. — Circular from Ft. Scott, Kans., Bus. College.

Bookkeeping Free

First lesson in Bookkeeping and Accounting. Send for it.

THE COMMERCIAL SERVICE AGENCY,
P. O. Box 618 ST. LOUIS, MO.

POSITION WANTED

By a young man. Expert teacher of Gregg Shorthand, also bookkeeping, commercial law and typewriting. A skillful penman in both business writing and ornamental. Experience includes high school, business college, state normal and penmanship supervisor. Valid reason for desiring change. Open for engagement now. Address R. A. J., care The Business Educator, Columbus, Ohio.

STATE NORMAL SCHOOL

WHITEWATER, WISCONSIN

Regular Session Opens September 11, 1922.

Second Semester Begins January 29, 1923.

A State Teachers' College Specializing in Commercial Teacher Training.

POSITIONS OF ALL KINDS FOR TEACHERS

Never were the opportunities better. Many attractive places for choice teachers now open. We assist teachers of shorthand, bookkeeping, salesmanship, typewriting and penmanship to better positions paying higher salaries. Choice positions for qualified teachers. Write for our **FREE** literature and one of our application blanks. Address:

CO-OPERATIVE INSTRUCTORS' ASSOCIATION, 41 Cole Bldg., MARION, IND

ALBERT Teachers' Agency

25 E. Jackson Blvd., Chicago

TEACHERS OF SHORTHAND, COMMERCIAL Branches much in demand. Our thousand and one clients best schools in the country. Pay highest salaries. Send for "Teaching as a Business." Get a real position. Other Offices:—

437 Fifth Ave., New York Symes Building, Denver Peyton Building, Spokane

BUSINESS SCHOOLS BOUGHT AND SOLD

Transactions conducted on a reasonable brokerage basis.

All Correspondence held strictly confidential.

Valentine School Brokerage, HOPE BUILDING, 5707 WEST LAKE STREET CHICAGO, ILLINOIS



A real service bureau for Commercial Teachers managed by G. S. Kimball, well-known commercial teacher and author. Free registration—NO CHARGE until you get the position YOU WANT.

KIMBALL TEACHERS AGENCY

116 West 14th Street New York

Eleventh-Hour Vacancies for Commercial Teachers

If you are not yet located for September, we may be able to secure for you just the position that you want, even though it is getting late in the season. Indications are that there will be many emergency calls for commercial teachers at the last minute. Write us for a registration blank and be in line for one of these places.

CONTINENTAL TEACHERS' AGENCY
BOWLING GREEN KENTUCKY

GET MORE MONEY!



Add 10% to 50% to your salary. We place commercial teachers in all parts of the country.

Leading schools, including more than half of the State Universities, have selected our candidates. Register with us and learn of the finest openings. Confidential service. No obligation to accept any place. Good September places remain unfilled. Write for details—NOW!

THE SPECIALISTS' EDUCATIONAL BUREAU
ROBERT A. GRANT, President, ODEON BLDG., ST. LOUIS, MO.



SALESMANSHIP

Helps for Teachers and Students

By M. N. BUNKER

President, The Peoples College, Ft. Scott, Kansas

There have been many different definitions for Salesmanship. More than three hundred and fifty books devoted to selling alone have been produced and sold during the last ten years. This is an average of one every thirty days. Most of these books have defined salesmanship according to the distinctive wording of the individual author. Regardless, though, of how the definition has been shaped it has usually meant something like this: "The development of the ability to make other people do what you want them to do."

All very well. In the strictest sense this definition covers completely a certain type of salesmanship. The principle of this definition is that some influence is brought to bear that decides the customer to do something that possibly is unwise for him to do. It is the salesmanship of the same quality as that practiced by the most ordinary charlatan. It savors of mesmerism and hypnotism. The prospect is persuaded to the point of yielding but without any foundation of solid value for making his decision. He is temporarily controlled by the salesman to the point of buying, and so puts his name on the dotted line.

This is not salesmanship; it is not what the successful salesman who is earning \$10,000 a year practices if he continues to earn such a salary. This high priced man sells a customer so that he stays "sold" and on such a foundation develops his clientele. A customer once "sold" successfully will never prove a difficult prospect again unless he is "unsold" by some disastrous condition that destroys his confidence. He will either accede to reasonable sales arguments or will frankly tell you that he is not ready to buy. Even doing this he may help to sell another on the same proposition which he has turned down. He has confidence in the salesman.

In the broadest sense the successful man is always a salesman. James J. Hill was a salesman and sold to the northwest service that opened and developed it. Barnarr MacFadden sold physical training to tens of thousands of people and today, as President of Physical Culture Corporation is counted a financial, mental and physical success. Dwight L. Moody sold religion to thousand upon thousands, and inasmuch as that belief which he inspired in each of those thousands was beneficial he was a successful salesman. Mohammed sold to the millions of Moslems the belief in a creed that has endured through centuries. Last year Charles Evans Hughes sold to all Europe the belief in world disarmament, and stirred the press of every country by his sales talk.

Each of these men sold, and mounted the ladder of success as he sold.

They topped the masses, not because of any characteristic of genius but because they whole-heartedly sold their individual wares to the public, who in turn never became tired of singing the praises of both the service and the seller.

Through nineteen hundred and twenty-two years the religion of Jesus Christ has been spreading throughout the world, sold by one believer to another, until today it reaches the darkest corners of Africa, and far into the frozen north. Each believer was benefitted, and realizing this benefit spent the time and effort to "sell" it to others. So, regardless of brand, what was given to the world almost two thousand years ago has gained new followers because of the first Master Salesman whose sales talk on the Mount of Olives has lived through fire and flood and storm and persecution.

What Salesmanship Is

Salesmanship is something more than getting other people to do what you want them to do. It is building such a foundation that they will want to do what you want them to do, and what will be a benefit to them, as well as to yourself.

The young business college student must realize this; he is soon to face selling his services in the business world, while daily he is selling himself

Mr. Bunker reports that teachers can secure material for salesmanship classes from the following firms:

W. R. Veale, the Palmolive Company, Milwaukee, Wisconsin, will furnish literature and sample tubes of their shaving cream for class demonstration. They will send a tube of their shaving cream for each man in the class. Teachers should write direct to Mr. Veale giving the number of students.

Mr. Sittenfeld, Goodyear Manufacturing Company, 2615-17-1 Walnut Street, Kansas City, Missouri, will furnish a copy of their Salesmanship Manual and a sample swatch of materials to salesmanship teachers applying. Teachers should state the number of students in school, although we do not understand that the Manual and samples will be furnished to every student.

S. C. Spalding, editor of "How to Sell—What", 22 W. Monroe St., Chicago, Ill., offers a special club rate to teachers of salesmanship classes. Teachers should write him direct saying that they are using the BUSINESS EDUCATOR in their classes.

C. R. Togstad with J. R. Watkins Company, Winona, Minnesota, offers a Salesmanship Manual to teachers. They should also write him for samples of their products for the students to sell in class.

Stag Laboratories, 1267 Park Place, W., Detroit, Michigan, will furnish samples of their "Stag Massage Cream for Men" for class demonstration.

C. W. Brandon, Columbus Mutual Life Insurance Company, Columbus, Ohio, will furnish sales literature including talks and sample policies.

Mr. Brandon received the editor very cordially and offered freely any help he can give to teachers or students of penmanship.

or failing to sell himself among his associates. If he can learn to accomplish the former and avoid the latter while in business college or during his commercial course he will have full value for every cent of tuition and hour of time he has spent.

Salesmanship is so vital, so broad, so necessary that every student should understand it. Not necessarily in order to go out and sell tractors, automobiles, silk hosiery or shoes, but in order to first sell himself among the people with whom he associates. This can be mastered by everyone who will set out to master it. Teachers who feel that they are not popular with their students need it; the student who is disliked by his fellows should have as a prime object in his education the development of how to sell himself.

When he has this he has acquired the underlying element of going out and selling a ten thousand dollar order. The man and woman who can sell themselves and make the sale complete and lasting can sell merchandise or ideas.

Throughout the nine months that follow we shall endeavor to study some of the various phases of salesmanship as they have been developed and mastered by individual salesmen and by large selling forces. During this period we shall have time to allow the individual students in your classes to put into practice selling principles and make a start as salesmen of merchandise as well as of themselves. Some great developments will be made, for students who are coming into your classes green and unsophisticated have in them the elements that make master salesmen. You can reach and help to develop these people in a Salesmanship class in a way that you cannot attempt to do in any other part of the day's work.

You can do these things if you succeed in finding that one level place upon which your entire class moves and lives. George French in his "Art and Science of Advertising" explains the situation when he says, "We can't personally know every man to whom we wish to sell goods. We must therefore consider if there are not certain ways of thinking and acting which are common to all men, or to a large proportion of men. If we can discover the laws governing the action of men's minds we will know how to appeal to those men. We know how to appeal to Smith, because we know Smith. We know what will please Brown because we know Brown. We know how to get our way with Jones because we know Jones. What the advertiser must know is how to get at Smith, Brown and Jones without knowing any of them."

Individually meeting this problem, and solving it means success in a personal way for every person. It is salesmanship of the highest order and has never failed to accomplish results when employed. You can attain this salesmanship and during the course of the year can develop a class that for real accomplishment will delight you. You can—but you must believe that you can.

It is this—believing that you can—



that makes salesmanship possible. It is believing in yourself, in your class, and in salesmanship that will help you sell salesmanship to your students. You can do it. Never in the history of commercial enterprise has there been greater opportunities for the salesman of merchandise, while the man who can sell ideas, himself, and the services of others is going to prove a vital part of our national life during the next five

or ten years. We need master—super-salesmen if you will—and you can develop them in your own class—if you believe that you can.

For belief in your proposition, in yourself and in the world at large is what is fundamental in selling. There are salesmen today who lack some of the technical points possibly, but they are succeeding because their belief in their proposition is so deeply rooted in

their systems and minds that their belief becomes contagious.

Believe in your work; believe in your class; believe in Salesmanship and be so earnest in your belief that you will create an atmosphere that will sell salesmanship in the biggest way possible.

(If you desire a list of publications devoted to selling, write me enclosing stamp for reply. M. N. Bunker.)

*Not in the glamor of the
Crowded Streets
Elaine Inley.*

*Happy he whose inward ear
Angel comfortings can hear
Margaret Sheahan.*

The above two specimens were clipped from work sent us by A. F. Hare, teacher of penmanship in the High School of Commerce, Toronto, Canada. Mr. Hare is making use of the penmanship lessons presented in THE BUSINESS EDUCATOR from month to month, and judging from the large number of specimens he has sent us, he is getting high grade work from his pupils. Notice the mastery of form and the control of movement that these specimens show. Mr. Hare is to be congratulated on what he is accomplishing in the way of equipping his students with a handwriting that will be of real service to them.



These are Business Educator Certificate winners from SCHOOL OF COMMERCE, Harrisburg, Pa., W. H. Hartsock, teacher of penmanship. These young people look pleasant enough to be agreeable, and determined enough to do the work that is expected of them. A large number of certificates are won each year by students in this school.

DESIGNING & ENGROSSING

E. L. BROWN
Rockland, Me.

Send self-addressed postal for criticism, and stamps for return of specimens.

PEN DRAWING

Herewith is shown a simple but effective sample of practical, decorative pen drawing. This design will serve as a motif for other designs and is well worthy of close study and careful practice. Lay off your design about one-third larger than copy and strive for correct outlines and proportions.

The pen technique is similar to that explained in previous lessons. Use Zanerian drawing ink and a Gillott No. 170 pen. Study color values. Don't hurry—if you do the chances are you will find erasures and corrections necessary. Careful, painstaking methods are best always. You will notice that all the darkest shadows occur in the lower part of the design. Aim for proper gradations from dark to light tones. Thicken the lines for the darkest tones and use a No. 5 broad pen for lower part of background of cartouche. In suggesting the high lights on cartouche, use very few fine lines quite openly spaced. The light is supposed to come from the upper left hand corner, and of course all shadows must appear opposite to the direction of the light. Vary the direction and thickness of the lines and remember that the success of your design will depend upon correct drawing and tone values.

The Palm Beach, Fla., Post of July 30th announces that the 20th Century Business College, the first of its kind to be established in West Palm Beach, will be opened on September 4th by John W. Manuel of Jacksonville.

Mr. Manuel attended the Zanerian College some years ago and has had many years' experience teaching commercial subjects.

The Business Educator wishes Mr. Manuel much success in conducting the new institution.

ENGROSSERS ILLUMINATORS SUPPLIES

Genuine Sheepskin Parchment

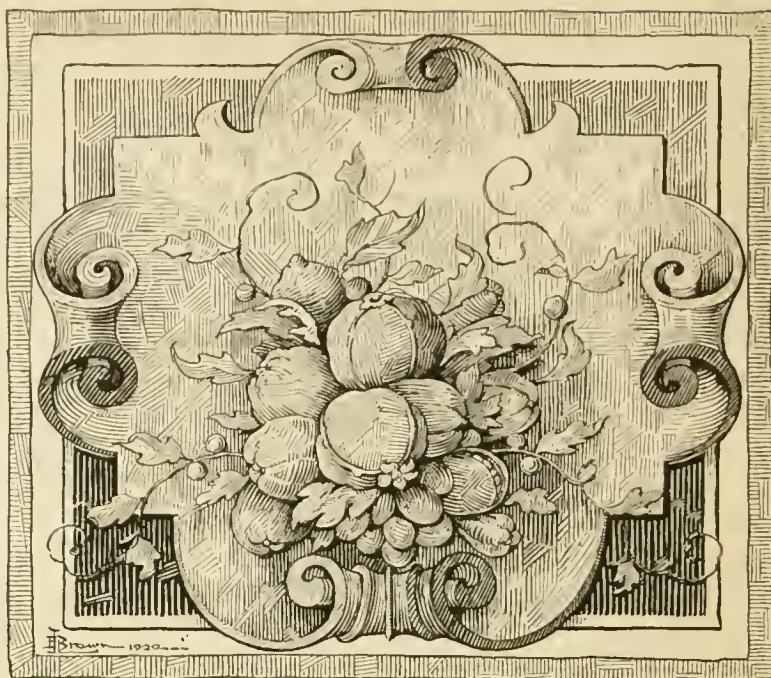
Leather Bindings for Resolutions
Black or Colors

Pure Gold and Aluminum Tablets.

Memorials, Honorary Membership,
Marriage, Masonic & Elk Certificates,
Diplomas carried in stock.

THE HARRIS STUDIO

ENGROSSERS—ILLUMINATORS—DESIGNERS
140 S. DEARBORN ST., CHICAGO, ILL.



Charles A. Burdett, founder and president of Burdett College, Boston, Mass., died on July 4.

Mr. Burdett had been fighting an illness for over a year when death ended the battle. He was born in Reading, April 26, 1858. After his training in the schools of Beverly and Peabody as well as the New Church Academy in Waltham, he founded Burdett College in 1879, taking as his partner his brother, Fred H. Burdett. Mr. Burdett had always been a noted penman, and in the beginning he made penmanship the big factor at his school.

Mr. F. L. Faretra who has been with this school for fifteen years speaks very highly of Mr. Burdett. He says "His ideals will be cherished and his influence be felt through the passing of the years."

HIGGINS'

ETERNAL INK-ENGROSSING INK

WRITES EVERLASTINGLY BLACK



THE ETERNAL INK is for general writing in plain or fountain pens.

THE ENGROSSING INK is for special writing, engrossing, etc.

These inks write black from the pen point and stay black forever: proof to age, air, sunshine, chemicals and fire.

At Dealers Generally
CHAS. M. HIGGINS & CO., MFR.
271 NINTH ST. BROOKLYN, N. Y.

FOR SALE

Library of Commercial Education.

AS several business schools are now offering advanced courses, they may feel the need of additional texts in their library for research purposes. Such should be interested in one or more of the divisions of my library. Write for lists, specifying subjects: 1. Arithmetic. 2. Bookkeeping. 3. Business English. 4. Penmanship. 5. Shortband. 6. Typewriting.

HORACE G. HEALEY

120 East 184th Street NEW YORK CITY

HIGH GRADE DIPLOMAS AND CERTIFICATES

For Business Colleges and
Public Schools

Catalog and Samples Free.

We specialize in Made-to-order Diplomas

Resolutions Engrossed
Diplomas Neatly Filled

Art Calendars and Advertising Novelties,
Attractive Lines

Best Quality—Reliable Service

ENGROSSERS HOWARD & BROWN Printers

Rockland, Maine

Meub's Professional Oblique Penholders

PENMEN: This new oblique of mine has the proper adjustment. It is a beauty, too, and I want you to try one. SEND NO MONEY. Simply write that you wish to try one of my new oblique holders. I will at once send you one. GIVE IT A WEEK'S TRIAL. Then, if the holder does not come up to your expectations, if you don't think it is the finest penholder that you have ever had in your hand to make true, clear-cut shades, send it back.

If you decide to keep it, send me \$1.25.

A. P. MEUB, 2051 N. Lake Ave., Pasadena, Calif.



TEACHERS' CHANGES

Lillian Betz from Stoughton, Wisconsin, High School, to Chippewa Falls, Wisconsin, High School.

Elizabeth M. Dickey from Great Falls, Montana, Commercial College to Butte, Montana, Business College.

Thomas H. Black from Bryant & Stratton Business College, Providence, Rhode Island, to Fort Smith, Arkansas, High School, as Head of the Commercial Department.

Helen M. Kriebs from Carrington, North Dakota, High School to Osage, Iowa, High School.

Bertrude E. Grant from High School, Anderson, Indiana, to Junior High School, Trenton, New Jersey.

Georgie Hunter from Brown's Business College, East St. Louis, Illinois, to High School, Festus, Missouri.

Paul L. Sterner from Central High School, Austin, Minnesota, to High School, Portland, Oregon.

Merritt A. Major from High School, St. Francis, Minnesota, to High School, Montevideo, Minnesota.

Paul P. Yoder from High School, Champaign, Illinois, to High School, LaGrange, Indiana.

Lillian M. Knapp, from Township High School, Roseville, Illinois, to Township High School, Belleville, Illinois.

Helen C. Hansen, from High School, Spencer, Wisconsin, to High School, Tracy, Minnesota.

Jos. W. Seay from High School, Plainfield, Minnesota, to National College of Business and Finance, Owensboro, Ky.

W. H. Indra, from High School, Galesburg, Illinois, to West High School, Waterloo, Iowa.

Yula I. Isley from High School, Viroquo, Wisconsin, to High School, Storm Lake, Iowa.

S. C. Bedinger, from Rasmussen Practical Business School, St. Paul, Minnesota, to Colorado State Teachers' College, Greeley, Colorado.

Alvin G. Harvey from Yankton College, Yankton, S. Dak. to High School, Omaha, Nebr.

EDWARD C. MILLS, SCRIPT SPECIALIST

Drawer 982, Rochester, N. Y.

The finest script for engraving purposes, suitable for bookkeeping illustrations, etc.
Mills' Perfection Pen No. 1, a pen for fine business writing, 1 gross by mail, \$2.50. Mills Business Writer No. 3, the best for strong business writing, 1 gross by mail, \$1.25.
Students of Penmanship and Penmanship Supervisors should attend the Mills Summer School of Penmanship at the Rochester Business Institute during the month of July. Information upon request.

LEARN ENGROSSING

in your spare time at home.
Thirty Lesson Plates and Printed Instructions mailed to any address on receipt of two dollars, Cash or P. O. Money Order.

P. W. COSTELLO
Engrosser, Illuminator and Designer
Odd Fellows Hall Bldg., SCRANTON, PA.

FOR SALE

35 Plates, 1 1/2 x 7 inches, with original copies by H. B. Lehman, St. Louis. Movement, letter drills, words, capitals, figures, commercial characters, etc. Good order. Address

J. H. Bachtenkircher, Lafayette, Ind.

Professional Penmen

Leslie E. Jones, Elbridge, N. Y., Business and Ornamental Writing.

A. W. Anderson, Redlands, Calif., Cards, Flourishing, etc. Sample 25c.

Burt Kelley, 833 Smith St., South Bend, Ind., Mail Courses Penmanship and Card Writing. Samples 25c.

C. C. Oursler, Card-Writer, Oblong, Ill. Generous samples and card case, 25c.

Adolph O. Ambrose, Card Carving Artist, Janesville, Wis. Sample, 15c.

Paul H. O'Hara, Maury High School, Norfolk Va. Courses as follows: Business and Ornate (Mills' style), Roundhand, Lettering, Rowe Bk. and Accty. Extension course. All sets. High standards. Investigate.

(Your name in this column will cost only a small sum. Ask about it.)

YOUNG Men AND Women

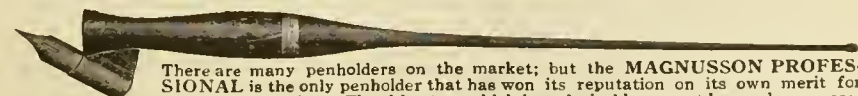
The Connetter School of Penmanship, Columbia, S. C., offers guaranteed quick-result-producing courses in Business, Ornamental and Card Writing. Mail students are securing The American Penman Certificate and the B. E. Certificate in one month. Also, Teacher Certificates in four months. You should write for information before enrolling for any course by mail.

THE AMERICAN PENMAN

Few commercial students or teachers can afford to be without The American Penman. This magazine contains beautiful specimens of business and ornamental writing, lettering, engrossers' script, and pen designs, also articles on teaching and supervising writing in primary, elementary, and advanced grades.

Sample copies are sent on request. Subscription price \$1.25 per year. Special club rates to schools and teachers sent on application. Address

THE AMERICAN PENMAN
32 IRVING PLACE NEW YORK



There are many penholders on the market; but the MAGNUSSON PROFESSIONAL is the only penholder that has won its reputation on its own merit for ornamental writing. The thin stem which is so desirable cannot be made successfully with an automatic lathe, therefore they are HAND MADE of selected rosewood. (Look for the brand.) The A. "Magnusson Professional" hand turned holders are adjusted specially for penmanship. 8 inch plain, each 35c; 8 inch inlaid, 75c; 12 inch plain, 75c; 12 inch inlaid, \$1.35.

A. MAGNUSSON, 208 N. 5th STREET, QUINCY, ILL.

ONE of the Twelve MOST POPULAR Pens in the World

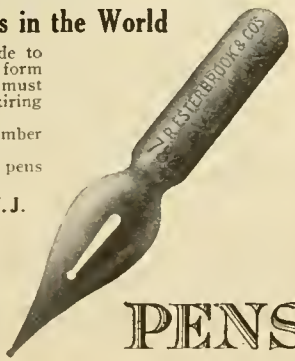
No. 782, with its perfectly formed oval point, is made to write smoothly on any surface as fast as the hand can form the strokes. It is especially popular among those who must do a great deal of writing, for its action is even and untiring to the hand.

Choose from the dealer's display case, order by number for safety's sake, and buy by the box—it is red.

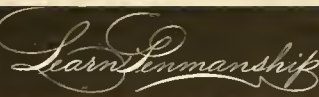
Send 15c for samples of the twelve most popular pens in the little red box.

The Esterbrook Pen Mfg. Co., 92 100 Delaware Ave. Camden, N. J.
Canadian Agents: Brown Bros., Ltd., Toronto

Esterbrook



PENS



Don't be ashamed of your writing. Persons receiving my simplified instructions are amazed how quickly they become expert penmen. Let me make YOU an expert. Your name written on card and full details free. Write today.
A. P. MEUB, 2051 N. Lake Ave., Pasadena, Cal.

ELABORATE SPECIMENS

of penmanship, cards, etc. Send dime for list and sample specimens.

BLANK CARDS AND SUPPLIES

Bird flourished Xmas cards will be on the market early this year. We make a specialty of printing for penmen. Try us and watch your BIZ grow.

PEN ART STUDIO
BOX 411 PORTLAND, INDIANA

H. J. WALTER, Penman

Studio No. 2, 313 Fort St., Winnipeg, Canada

ENGROSSING and Penwork of every description. Illuminated Addresses, Diplomas and Certificates filled. Script for Business College and Commercial Advertising.

Business Penmanship by Correspondence Course. Written Visiting Cards, 3 doz. \$1.00. YOUR NAME in choice Illuminated Script, \$1.00.
I am confident I can please you.

HAVE YOUR NAME

written in a variety of fascinating styles on one dozen various colored cards, embellished with white ink for only 40 cents. To be generous I will send you several extra cards containing my latest designs of birds, scrolls, etc. Order a dozen and be convinced

ARTHUR P. MYERS
ARTIST & EXPERT PENMAN RED LION, PA.



Make Opportunity Count!

If you buy one dozen of my superb Written Cards, I will send you, FREE, a beautiful specimen of my ornamental penmanship for your scrap book. Only 45 cts. "Your work classes along with that of the best in this country."—F. W. Tumblyu.

M. Otero Colmenero,
P. O. Box 486, San Juan, Porto Rico.



A New One The handiest and best oblique holder ever made. Four inches long, and adjusted Right. Buy one and you are sure to want another. Prices quoted on request. R. C. King, 701 Met. Life Bldg., Minneapolis, Minn.



ROUNDHAND for BEGINNERS

Copy and Instructions by

E. A. LUPFER, Zanerian College of Penmanship
Columbus, Ohio

No other style of script (excepting business writing for business purposes) is as practical and beautiful as roundhand. It has been used with only slight changes for three or four hundred years and the demand for it is increasing. It is appropriate for many occasions. Persons desiring anything written usually select roundhand for its beauty, reading qualities and appropriateness.

It will pay you financially to learn to write roundhand and you will find it very interesting work. It will give teachers a higher standing in the eyes of their pupils, and a higher appreciation of the penman's art. You will be-

come more interested in penmanship generally and no doubt put more enthusiasm into your regular penmanship classes.

Any teacher or person interested in penmanship can master roundhand by giving it careful study and practice. We shall try to make the work so simple, plain and interesting that any one can learn. The object will be to reveal to the student the method of writing rather than to present skillful finished pieces of work.

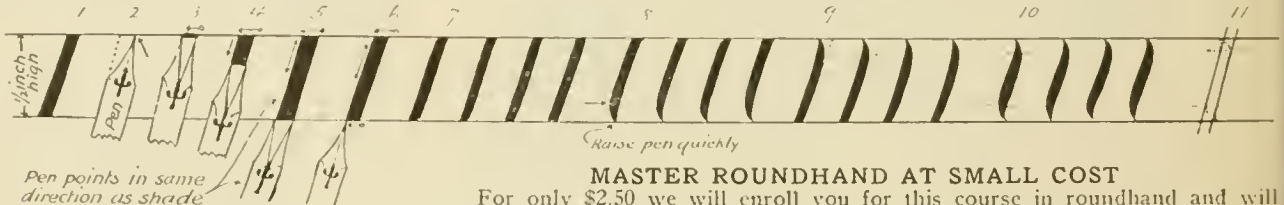
Supplies You Will Need

Zanerian 6 lb. Paper, or any high quality of paper its equal. Zanerian

India Ink or Arnold's Japan Ink. Zanerian Fine Writer Pens. Zanerian Expert or Excelsior Oblique Penholder adjusted for roundhand (I shall be glad to adjust your holder or send you a good one for 15 cents.) A brass edged ruler and a sharp hard pencil. Without good material you cannot expect the best results.

Position

Position for roundhand is similar to that taught for business writing. Sit well back from the desk, leaning forward from the hips with both elbows evenly on or off the edge of the desk. Shoulders up. The hand may turn over on the side more than in ordinary writing. By having it over on the side you get a firm foundation for the hand, which is necessary in slow writing such as roundhand. Hold the pen in such a position that it slants in the same direction as the shade which you are making. See illustration No. 5.



Instructions

The first point which we shall try to learn is to cut the top and bottom strokes off straight with one stroke of the pen. No. 1 shows the form which we wish to make. No. 2 shows the starting point at the upper right hand corner. No. 3 shows how the pen is spread apart on the head line by pressure. The right nib of the pen remains stationary while the left nib glides over in a straight line to the left side. After the pen, is spread apart we then draw the stroke downward toward the center of the body, aiming to keep the same thickness as in 4 and 5. No. 5 shows the position of the pen when you reach the base line. No. 6 shows how the left nib remains stationary and the right nib slides along the base line until it meets the left nib. This is exactly opposite the operation illustrated in No. 2 and No. 3. You may now de-

MASTER ROUNDHAND AT SMALL COST

For only \$2.50 we will enroll you for this course in roundhand and will criticize one page of your work each month.

Criticism of the work from these lessons by those who do not enroll, 50c a page. At an insignificant cost you will receive instruction from a master at this style of writing. The course should be worth one hundred times the cost to any ambitious penman. Address, Zanerian College of Penmanship, Columbus, Ohio.

velop skill by making a page or more of the straight line exercise until you are able to make square tops and bottoms without retouching.

The next step is to master the bottom turn. As you near the base line quickly release the pressure, pulling the pen towards the right and raising it while in motion. The success of this stroke depends upon a slow deliberate motion on the straight line and a quick elastic motion on the turn. Study the copy carefully and learn to correct your own work.

No. 9 is the reverse of No. 8 in form. Use a slow deliberate motion. As soon

as you have made the turn you should have the nibs sprung apart the full width of the stroke, which pressure should be continued to the base line. End as illustrated in No. 6. Avoid wedge shaped, irregular shaded strokes.

No. 10 is a combination of No. 8 and No. 9. See how well you can make it. Turn your paper upsidedown and look at it.

No. 11 was made with a rule. Study it and see where the full width of the shade begins and ends.

Master these simple strokes and the more difficult ones will be easy.

This is copy 58
in Prof.
L. H. Hausam's
new book,
'Text Lettering'

L. H. Hausam

Mr. Hausam
began teaching
lettering
29 years ago
this month

COMMERCIAL TEACHERS! COMMERCIAL STUDENTS!

When the tang of frost in the morning air and the long, cool evenings stimulate you to renewed activity, it will pay you to use a portion of that new seasonal energy by learning to do artistic lettering.

Hausam's "Text Lettering" is the book you'll need. It's sixty lessons serve as a self-instructor for the home learner; as a text book in Old English, German Text, Engrossers' Round Text, and Marking for classroom use; and as a basis for our correspondence course in lettering. The book, postpaid, \$3.50. The course, including book and individual corrections by the author, \$15.00. Quantity rates to schools. Satisfaction or your money back.

At commencement time next year, diploma and certificate work will add to your prestige and pocketbook — by the same operation.

THE HAUSAM SCHOOL Box 574-E EMPORIA, KANS.

C. C. BRANNAN, Sales Manager



BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

Text Lettering, by L. H. Hausam, Emporia, Kansas.

A 72 page book, 3¼x9 inches long, beautifully printed on highly enameled paper. The work covers Old English Text, German Text, Round Text, Marking Alphabet, Shading and Rustic Lettering. A page is devoted to each letter showing the order in which the author makes each stroke. The instructions accompanying each copy are very explicit.

Fun for Everyone. "A pocket encyclopedia of good times," published by Community Service, 315 Fourth Ave., New York City.

This book gives games for all kinds of gatherings. There are suggestions for evenings at home, neighborhood parties, high school programs, programs for young men and young women, men's clubs, woman's organizations, churches and community days. The purpose of the book is to help those who wish to provide good times for the groups with which they are associated.

Principles of Accounting, by the LaSalle Higher Accountancy, Staff. Published by LaSalle Extension University, Chicago. Flexible binding. 415 pages.

The author has endeavored to develop the fundamental principles of accounting science according to a basic plan. A number of illustrations and problems are given to illuminate the textual discussion. The purpose of the book is not to promulgate the specialized treatment of any particular phase of the subject, but rather to present the basic principles of the science of accounting in a graphic and comprehensible manner.

The following are some of the more important chapter headings: Preliminary Survey; Bases of Accounting; Development of Special Journals; The Balance Sheet; Assets and Their Valuation; Liabilities; Proprietorship; Partnership; Corporations; Reserve and Reserve Funds; Depreciation; Special Forms of Statements; The Holding Company and the Consolidated Balance Sheet.

Syllabus of Isaac Pitman Shorthand. Prepared by Elizabeth A. Roche, Head of Department of Secretarial Studies, and Elizabeth Riordon, Instructor, Department of Secretarial Studies, Washington Irving High School, 40 Irving Place, New York City. Cloth cover, 81 pages.

Some of the topics treated of in this book are as follows: The Aim of Instruction; The Teacher's Daily Lesson Plan; Teaching Students How to Study; Students' Home Work; The Conduct of the Daily Recitation; Attaining Speed; Causes of Errors in Transcription Work; Tests and Their Value; Students' Records.

Salesmanship and Personal Efficiency, by James S. Knox. Published by the Knox Business Book Company, Cleveland, Ohio. Cloth cover, 438 pages.

The contents of the above mentioned book are as follows: Purpose; Leadership Through Character Building; Personality and How to Develop It; Efficiency; The Value of Time; Salesmanship Analysis; Mental Analysis; The Mental Law of Sale; Suggestions in Salesmanship; Human Nature; National Cash Register Selling Methods; The Science of Judging Men.

Every Day Uses of English, by Maurice H. Weseen, A. M., Assistant Professor of English in the University of Nebraska. Published by Thomas Y. Crowell Company, New York. Cloth cover, 447 pages.

In this book English is considered as an every day tool. The principles that underlie effective composition are discussed from the point of view of their application to the problems of every day life. Every fundamental principle is illustrated from the same practical point of view.

It is the function of this book to provide in a concise and acceptable form a treatment of all essential matters involved in everyday uses of English. The first part of the book deals with those types of writing which every one has occasion to use in the conduct of his daily affairs. The business report, a very important and hitherto neglected form of composition is given careful consideration. The principles and problems involved in each type of daily writing are discussed in a concise and summarizing manner. Special effort has been made to put every rule and principle on a reasonable basis and to show the underlying whys and wherefores of each method of procedure that is recommended. Emphasis is laid upon the principles of adaptation, the need of adapting means to ends.

The second part of the book deals with those elements out of which all composition of whatever nature are necessarily constructed. These elements are treated in such a manner as to make the discussion valuable, first, for an intensive study, and secondly, for convenient reference. Every important rule and principle is illustrated by means of practical examples.

The suggested problems and exercises at the end of the book will furnish material adequate to the needs of a course of everyday uses of English.

Advanced Business Correspondence, by G. B. Hotchkiss, Head of the Department of Advertising and Marketing, New York University, and E. J. Kilduff, Professor of Business English, New York University. Published by Harper & Brothers, Publishers, New York City. Cloth cover, 513 pages.

During the past twelve years or so, Professors G. B. Hotchkiss and E. J. Kilduff of New York University, School of Commerce, Accounts and Finance, have devoted most of their time to a thorough-going investigation and study of effective ways of securing results by letter. They have had access to the correspondence of many of the foremost business houses in the country. They have had the opportunity of observing the wide differences in quality between letters of different departments of individuals in the same company. They have had a share in the work of standardizing and improving the correspondence of several leading businesses.

The results of their years of specialization, experience, and study you can now obtain in their new book entitled **ADVANCED BUSINESS CORRESPONDENCE**. This book of 513 pages explains and illustrates the fundamental principles that govern all kinds of business letters, and gives practical methods of handling the more typical business situations. In a word, it tries to show attainable ideals and sound strategy in business correspondence.

Of particular interest are the chapters on business promotion letters, argumentative letters, correspondence supervision, form letters and form paragraphs, business reports and the legal side of letters.

Diccionario De Taquigrafia Espanola, Edicion Centenaria. Published by Isaac Pitman & Sons, New York City. Cloth cover. 249 pages.

This is a very valuable book for those Spanish students who take up the study of shorthand.

20th Century Bookkeeping AND Accounting



Business Letter Practice

By JOHN B. OPDYCKE

Author of "The English of Commerce"

A new, thoroughgoing, comprehensive text on the subject of business letter writing in particular, and commercial composition in general, as well as an authoritative treatise on business practice and operation.

Extract from Preface:

The contents of the present volume have been assembled with a threefold aim in mind. The book is first of all for the teacher and the student in stenography. It is also for the teacher and the student of business English. It is, in the third place, for the business office and the correspondence supervisor in that office.

One of the most important functions which, it is hoped, the book will serve is that of bringing teachers of stenography and teachers of English in commercial schools and colleges into closer and more sympathetic co-operation. But it will also bridge the gap, if permitted to do so, between the school and the business office. Theory and practice have been so selected and so arranged as to enable students to learn by doing. The author has attempted, in other words, to provide not only many good letters for study and dictation, but also considerable exposition of the principles that underlie business letter composition. All of this exposition has been made suitable for dictation, so that the student may be afforded a liberal education in certain business practice and procedure at the same time that he is learning to write letters and acquire speed in stenography. In addition, there are many problems that will challenge and stimulate in the extempore dictation and composition of business letters.

The teacher of stenography must be an educator, not merely a dictator of sign and symbol and line and form. He is obligated to make of himself a guide and inspiration to students in their grasp and appreciation of the broad underlying, standardized units of commercial and industrial thought. He must, of course, dictate; but he must also develop thought process. He must, of course, instruct in the facts and mechanics of shorthand and letter writing; but he must likewise pose problems and project and supervise thought-provoking practice. It is with this conception of the stenography teacher's work that the author has provided, in addition to hundreds of letters, much textual matter and problem work, all of which centers in the principal points of organized business knowledge.

Every teacher of stenography is a teacher of English—must needs be, until the time comes when teachers of English are better equipped with business knowledge, are made to feel a stronger obligation to correlate, and are afforded more effective facilities for correlation. There should be no Chinese Wall, or any remnant of one, between the department of stenography and the department of English. In any commercial school worthy the name these two departments, certainly, need to be "twinned as horse's ear and eye." And they must as certainly focus their work concretely forward into the business office. The common interest that the teacher of English, the teacher of stenography, and the employee of the business office have in the business letter should of itself be sufficient spur to insure unanimity of co-operation in the formulation of teaching method and in the selection of teaching content.

582 Pages, \$2.50

SPECIMEN PAGES FREE

ISAAC PITMAN & SONS, 2 West Forty-fifth Street, NEW YORK

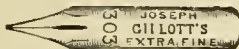


Gillott's Pens

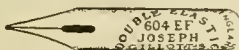
The Most Perfect of Pens



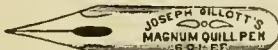
PRINCIPALITY PEN, No. 1



VICTORIA PEN, No. 303



DOUBLE ELASTIC PEN, No. 604 E. F.



MAGNUM QUILL PEN, No. 601 E. F.

GILLOTT'S PENS have for seventy-five years stood the most exacting tests at the hands of Professional and Business Penmen. Extensively imitated but never equalled, GILLOTT'S PENS still stand in the front rank, as regards Temper, Elasticity and Durability.

SOLD BY ALL DEALERS

Joseph Gillott & Sons

ALFRED FIELD & CO., Sole Agents

93 Chambers St.

NEW YORK



The
Terry
Engraving Co.

Engravers
Designers
Illustrators

Special attention given to
reproduction of Script and
Penmanship Copies

Columbus,

Ohio

PENMANSHIP SUPPLIES

Prices subject to change without notice. Cash should accompany all orders.

All goods go postpaid except those listed to go by express, you to pay express charges. Of course, when cheaper, goods listed to go by express will be sent by parcel post, if you pay charges.

PENS

Zanerian Fine Writer Pen No. 1.		
1 gr.....\$1.75	1/4 gr.....\$.50	1 doz.....\$.20
Zanerian Ideal Pen No. 2, Zanerian Medial Pen No. 3,		
Zanerian Standard Pen No. 4, Zanerian Falcon Pen No. 5,		
Zanerian Business Pen No. 6.		
1 gr.....\$1.25	1/4 gr.....\$.40	1 doz.....\$.15

Special prices in quantities. We also handle Gillott's, Hunt's, Spencerian and Esterbrook's pens. Write for prices.

Broad Pointed Lettering Pens.

1 Complete set (12 pens).....	\$0.35
1/2 doz. single pointed pens, 1, 1 1/2, 2, 2 1/2, 3, 3 1/2.....	.20
(The pens most used by letters and engravers)	
1/2 doz. single pointed pens.....	.15
1/2 doz. double pointed pens.....	.35
1 doz. single pointed, any No.....	.25
1 doz. double pointed, any No.....	.60

PEN HOLDERS

Zanerian Fine Art Oblique Holder, Rosewood:		
1 1/2 inches.....\$1.25	8 inches.....	\$1.00
Zanerian Oblique Holder, Rosewood:		
1 1/2 inches.....\$.85	8 inches.....	.75
Zanerian Expert Oblique Holder, 7 1/2 inches:		
1 only.....\$.20	1 doz.....\$1.25	1/2 gr.....\$6.50
1/2 doz......75	1/4 gr.....3.50	1 gr.....12.00
Excelsior Oblique Holder, 6 inches:		
1 only.....\$.15	1 doz.....\$1.20	1/2 gr.....\$5.50
1/2 doz......70	1/4 gr.....3.00	1 gr.....10.00
Zaner Method Straight Holder, 7 1/2 inches:		
1 only.....\$.15	1 doz.....\$.90	1/2 gr.....\$4.50
1/2 doz......50	1/4 gr.....2.50	1 gr.....8.50

1 Triangular Straight Holder, 7 1/4 inches.....	\$0.20
1 Triangular Oblique Holder, 6 inches.....	.20
1 Central Holder, hard rubber, 5 3/4 inches.....	.25
1 Correct Holder, hard rubber, 6 3/4 inches.....	.25
1 Hard Rubber Inkstand.....	.55
1 Good Grip Penpuller.....	.10
1 Inkholder for Lettering.....	.10
1 All-Steel Ink Eraser.....	.60

Z. M. No. 9 PAPER

100 sheets, postpaid.....	\$0.50
1 package, 500 sheets.....	.85
(Not prepaid. Weight 6 lbs. Ask your postmaster what parcel post charges will be. Special prices on 50 packages or more.)	

INKS

Zanerian India Ink:		
1 bottle.....40c	1 doz. bottles express.....	\$4.00
1 bottle Zanerian Gold Ink.....		.25
1 bottle Zanerian School Ink.....		.20

CARDS

White, black and six different colors:		
100 postpaid, 30c; 500 express (shipping weight 2 lbs.),		
\$1.00; 1000 express (shipping weight 4 lbs.), \$2.00.		
Flourished Design Cards:		
With space for name. Two different sets of 12 each. Every one different.		
2 sets, 24 cards.....	\$.20	6 sets, 72 cards.....\$.40
3 sets, 36 cards.....	.25	12 sets, 144 cards..... .70

Write for new Penmanship Supply Catalog

ZANER & BLOSER CO., Penmanship Specialists, Columbus, Ohio



"The most important development in the teaching of typewriting since touch typewriting came into vogue."

That is how one teacher describes

Intensive Touch Typewriting

By J. WALTER ROSS

Published less than six months ago, INTENSIVE TOUCH TYPEWRITING has created a profound impression because of its

Scientifically Constructed Keyboard Exercises which —

1. **Eliminate Waste Effort**—the pupil practices only letter sequences that occur in English words.
2. **Compel Concentration**—the line is the unit of practice, and the words and letter combinations in each line are so varied that the pupil must "follow copy" continuously.
3. **Develop Acceleration**—by the repetition of an identical two or three-letter combination within the different words in a line.

The keyboard is developed in Part One of the text. Parts Two, Three, and Four provide a wide variety and excellent selection of practice material on manuscripts and business correspondence, tabulated reports and forms, and legal and technical business papers, respectively.

A complete and well-balanced course of instruction in typewriting.

One hundred and seventy pages.

An examination copy of INTENSIVE TOUCH TYPEWRITING will gladly be sent to any teacher or school officer on request.

The H. W. Rowe Co.

CHICAGO

BALTIMORE

SAN FRANCISCO

THE BUSINESS EDUCATOR

VOL. XXVIII

PROFESSIONAL EDITION, \$1.50 A YEAR

No. 2

October, 1922

PENMANSHIP
BUSINESS

ENGROSSING
EDUCATION

"I Tried"
May Be a Boast,
a Confession,
or an
Excuse

-E. J. Brown, 1922-

ZANER-BLOSER COMPANY
COLUMBUS, OHIO.

"THE BEST TEACHING MACHINE IN THE WORLD"

This is what one prominent educator calls it—and for the best of reasons.

The Improved Self-Starting REMINGTON

has all of the basic features which have always made the Remington supreme for wear and service.

It has every feature which has been approved by the combined experience of typewriter builders and typewriter users.

In addition it has many fundamental improvements, among them that great feature known as "Natural Touch." These improvements have established new standards for ease and speed of operation and the quality of work done under any and all conditions.

Best for the teacher and best for the student—sums up the merit of this latest Remington.



REMINGTON TYPEWRITER COMPANY

(Incorporated)

374 Broadway

Branches Everywhere

New York



Practical Law

1920 COPYRIGHT

A modern text for use in business colleges, one semester high school, or any other school where a commercial law text is desired. 277 pages.

Teachers send 75c in stamps for sample copy.

Essentials of Commercial Law

1920 COPYRIGHT

Not an exhaustive text but sufficiently comprehensive to give the student a good working knowledge of business law. For business schools, denominational schools, night schools, Y. M. C. A.'s or high schools. 193 pages.

Teachers send 55c for a sample.

THESE TOO: Office Dictation, Expert Dictation, Vocabulary Method of Training Touch Typists, New Model Arithmetic, Ellis Rapid Calculation, Effective English and Letter Writing, A New English System for New American Citizens, Letter Writing for the Business Builder, Ellis Business Correspondence, Ellis Rational Speller, Marshall's Method of Thrift Training, Ellis Method of Home Accounting, Ellis Method of Farm Accounting, ELLIS INDUSTRIAL BOOKKEEPING, TABLET METHOD OF TEACHING BOOKKEEPING, Modern Banking, Special Bookkeeping Sets, Office Equipment, Stationery and Supplies.

ELLIS PUBLISHING COMPANY
BATTLE CREEK, MICHIGAN

Salesmanship Interesting

Good Morning Mr. Knox:

I read the copy of the new edition of **SALESMANSHIP AND BUSINESS EFFICIENCY** through the first evening after its arrival, and found it as interesting as a novel—this in spite of the fact that I have read all the books you have published.

It is so far ahead of previous editions that there is no comparison—the inferiority of books pretending to cover the same field is so pronounced, that no comparison is possible.

Not only is the book more fascinating, but a careful second reading proves that it is very practical and eminently teachable. You will have to coin a new word—something much stronger than “humdinger” to describe it adequately.

Yours for service,

MICHIGAN BUSINESS & NORMAL COLLEGE,
(Signed) C. A. Balcomb.

407 Pages. Price to Schools, \$1.35
Send for Examination Copy

THE KNOX BUSINESS BOOK CO.
Cleveland, Ohio

YOU SHOULD KNOW THESE TEXTS

BUSINESS LAW — Baker

A concise, complete course. The text is legally accurate and not too technical. Unusually interesting. If you expect to start a law class soon, a complimentary copy will be sent for examination. List price, \$1.10.

METROPOLITAN SYSTEM OF BOOKKEEPING — Sheaffer

A new edition of this splendid text has just been published.

IF you teach bookkeeping to pupils below the High School senior year—
IF you believe in class discussion of new subjects—
IF you want your pupils to learn how to think—
IF you have a brief or complete course—

IF you want material that is true to accounting but not over the heads of your pupils—
IF you prefer short sets for beginners—
IF you wish a teachable Corporation-Manufacturing set—
IF you want the best text for your pupils—

the METROPOLITAN text is especially suitable for you.

A text, adapted to your course of study will be mailed free if you are considering a text book change or if you will try it out with a pupil.

LIST PRICES

Introductory text and supplies	\$1.60
Elementary text and supplies	3.85
Corporation-Mfg.-Voucher text and supplies	1.40

When comparing our Bookkeeping prices be sure to include the Supplies

If we can be of service to you, may we hear from you at once?

METROPOLITAN TEXT BOOK COMPANY

Texts for Commercial Subjects

37 South Wabash Avenue, Chicago



Zanerian Penmanship

A School of Models, Methods and Practice in Business Writing, Ornamental Penmanship and Engrossing

BY

Correspondence

Business Writing

For Supervisors, Teachers, Normal School Students, Bookkeepers and all those who wish to master a rapid, serviceable style of Handwriting.

Teachers and Supervisors should enroll in this Correspondence Course without delay, for the ability to write a good, rapid style of handwriting, and the ability to teach pupils of all ages a similar style of writing will probably mean much to you in the way of promotion, saying nothing about the general satisfaction which comes from being able to write rapidly and well at all times and under all conditions.

Bookkeepers, clerks, stenographers, and all those who wish to improve their handwriting should also take this course, for by so doing you will master a rapid, free and easy style of handwriting which will enable you to do whatever writing you have to do with a maximum of speed and a minimum of time, effort and nervous energy. Stenographers who practice longhand writing will increase their dexterity in writing shorthand. Many shorthand teachers have taken our penmanship course with a view of improving their shorthand. If you are a bookkeeper, a clerk or a salesman or if it is necessary for you to do much writing in connection with your regular work, you cannot afford to be handicapped by a slow, cramped method of writing any more than you can afford to be handicapped by a slow, stuttering style of speech. The time and money spent in following this course will prove to be one of the best investments you have ever made. Enroll now.

The Zanerian College

As you may know, for 30 years the Zanerian College of Penmanship, Columbus, Ohio, has been training teachers of penmanship, supervisors, engrossers, and professional penmen. Thousands of teachers and supervisors of writing have been trained in this school. It is quite generally recognized as the leading School of Penmanship and Engrossing in America.

Ornate Writing

For those who wish to become expert in Ornate penmanship, this course contains complete and explicit instructions and the finest copies procurable at any price.

Engrossing

In every city and town there is engrossing to be done—diplomas, certificates, honor rolls, testimonials, to make and fill. The field is scarcely touched. People want this work done and are willing to pay for it. Will you be one in your community to do it? Teachers will find engrossing profitable in itself and an excellent advertisement for themselves and their schools.

For Particulars, write

The Zanerian College of Penmanship

612 North Park Street, Columbus, Ohio



One Error in Thirty Minutes of Typing at 123 Words a Minute

This is the record made by Mr. Wm. F. Oswald in the All-American Commercial Accuracy Contest held in Chicago on August 9.

Mr. Oswald as well as the winners of the first seven places in this event were trained by the "Rational" method of typewriting.

Rational Operators

also won first place in four of the seven events, second place in two and fourth place in one event.

Rational Wins 78% of Places

Out of a total of 174 papers submitted in the seven events 78% or 135 papers were furnished by operators trained by the "Rational" way.

Has Led for 15 Years

For fifteen years Rational Typewriting has led in the field of typewriting instruction. Pedagogically sound in principle and method, the books have been frequently revised to conform to modern ideas.

Books for Every Type of School

Rational Typewriting is printed in three editions to meet the demand for short, medium and long courses as follows:

Complete Revised edition, 191 pages....\$1.50
Single Keyboard edition, 104 pages..... 1.20
Medal of Honor edition, 96 pages..... 1.08

Other Typewriting Books

Junior Typewriting (Adams). A new book for junior high schools; 95 pages.....\$1.00
Typewriting Speed Studies (Hakes). For supplementary practice and review; 40 pages..... .52
Seven Speed Secrets of Expert Typing (Smith and Wiese). 55 pages..... .60
Methods of Teaching Typewriting (SoRelle).. 1.50

The Rational Way is the Surest Way

THE GREGG PUBLISHING COMPANY

NEW YORK

CHICAGO

BOSTON

SAN FRANCISCO



"Better
Typists in a
Quicker
Way"

Use the Flashwriter

WITH THE FOLLOWING RESULTS:

No Noise.

Students Trained More Quickly.

A Considerable Saving in Cost of Equipment.

What is the FLASHWRITER?

The Flashwriter is a machine for teaching typewriting. **Beginners** use it in learning the keyboard; **advanced students** use it to gain speed; **shorthand students** use it in learning to transcribe their notes.

What is FLASHWRITING?

Flashwriting is a new and better way of practicing the mental and muscular reaction necessary to rapid and accurate typing.

The Flashwriter way is psychologically correct. There is no distracting noise—no bother with paper—no erasing of errors. The students concentrate on

the location of the keys on the keyboard and their relation to one another.

The Flashwriter develops **MIND** typists—the only dependable kind.

A course of instruction has been worked out consisting of keyboard drills for class and individual use.

Rent a FLASHWRITER

and prepare your typewriting lesson at home. The Flashwriter is for use throughout the entire course.

Write for literature telling what others are doing with the Flashwriter, and what it will do for you.

THE FLASHWRITER COMPANY, INC.

FACTORY: Troy, New York

NEW YORK OFFICE: 200 Fifth Avenue



THE GREGG PUBLISHING COMPANY

(Continued from page 20, Professional Edition)

Additional offices were opened in New York in 1907, in San Francisco in 1912, and in Boston in 1919. The second step in the company's widening program was taken in 1919 with the appointment of William J. Pelo as General Editor. During the last three years, the company has published more than fifty books including additional texts on shorthand and typewriting, and texts on secretarial studies, business organization and administration, economics, business arithmetic, supplementary bookkeeping, advertising, general mathematics for junior high schools, junior high school typewriting, English composition and rhetoric, English classics, modern languages, supplementary reading, and costume designing.

With two or three exceptions these recent publications are in harmony with the ever-widening sphere of commercial education and represent the company's efforts to keep pace with the growing demands for a broader and richer course of study.

Probably one of the greatest contributing factors to the growth of Gregg Shorthand has been the Gregg Writer, managed for several years by Guy S. Fry, former Manager of the New York Office and now Comptroller for the company. Since March, 1921, the Gregg Writer and American Shorthand Teacher have been in charge of Charles Lee Swem, formerly personal stenographer and reporter to President Wilson.

The activities of the company have not been confined to this country. As a service to the teachers of Gregg Shorthand in foreign countries, agencies have been established in Canada, Australia, and New Zealand. In 1921 an office was opened in London. The growth of Gregg Shorthand in Great Britain is best indicated by its adoption in September of this year, by the DeBear Schools, situated in thirty of the largest cities in England, Scotland, Ireland, and Wales.

Not the least in the foreign program has been the publication of special edition for Canada and Great Britain, as well as adaptations of Gregg Shorthand to Esperanto and the French and Spanish languages.

To school men and teachers, the company's best known representatives are the managers of the local offices: Mrs. Frances Effinger-Ramond, San Francisco; W. D. Wigent, Chicago; W. W. Renshaw, New York; Ralph R. McMasters, Boston. The field representatives: Miss Elizabeth S. Adams, Miss K. Irma Reading, Bert Tharp, G. Preston Eckels, C. I. Brown, Harold H. Smith, George H. Harten, and Edmond Gregg, Manager of grade school publications.

H. A. H.

WHAT A BOY DID

Although sixteen-year-old Martin J. Dupraw was not graduated from the New York High School of Commerce until January, 1922, he has already placed his name in the shorthand hall of fame.

In the National Shorthand Report-

ers' Association Speed Contest held in New London, Connecticut, on August 24th young Dupraw completely outdistanced many of his older and more experienced opponents and amazed the judges by carrying away with him three N. S. R. A. speed certificates.

These official certificates testified that Dupraw had written shorthand for fifteen minutes — three separate five-minute takes at 150, 175, and 200 words a minute—on solid literary matter, and that he had transcribed his notes on the typewriter with an accuracy of 98.3%. In fact, on the 150-word-a-minute take — 750 words—he made but four errors, which meant an accuracy of 99.5%.

Not so long ago a speed of 200 words a minute on difficult literary matter required years of study and practice, but young Dupraw gained a lap on the older members of his profession by learning a system that enabled him to utilize his longhand training from the start.

This flying start gave him the encouragement and enthusiasm necessary to his success.

On September 15 Mr. Dupraw expects to enter college, where he will have a decided advantage over many of his classmates in being able to write down verbatim the lectures of his professors that others will be obliged to write in the more cumbersome longhand.

"How Shorthand Opens the Door to Opportunity" is attractively told in a free booklet published by The Gregg Publishing Company of New York, Chicago, San Francisco, and Boston.

Adv.



TYPEWRITERS

This standard Underwood can be had on an easy payment plan or a saving can be made by paying cash for it.

ALL MAKES IN STOCK

Write for our special list of Portable Machines

If your machine does not give satisfactory service, let us make you a proposition.

RELIABLE TYPEWRITER COMPANY

325 Plymouth Court

Chicago, Ill.

Commercial Teachers and Superintendents

Your reference library of business publications is not complete until you have added

THE WALHAMORE COMPLETE BUSINESS SERVICE

This Service consists of comprehensive, carefully edited and exceptionally well printed BUSINESS BULLETINS which are issued EVERY FIVE DAYS and are accordingly *always abreast of the times*, bringing to you and your students expert opinions, studies, problems and digests covering

Business Administration
Advertising
Accounting and Office Management
Parcel Post Merchandising
Salesmanship and Sales Management
Federal Taxation

All the above subjects ably treated in separate special bulletins and included with the Complete Service at a total cost of only which pays for a handsome Leather Binder for filing all bulletins as received, 72 Business Bulletins issued at the rate of one every five days for one year, 12 Query Blanks for expert opinions on your own problems, and if your order mentions this journal we will include a set of twelve back issues of the bulletins without additional charge.

Send in your order or make your requisition for this complete service now. It will pay you a hundred fold.

THE WALHAMORE COMPANY
LaFayette Building Philadelphia, Pa.



Books for the Commercial Teacher

Ten Lessons in Bookkeeping

A brand new set for beginners, consisting of Bookkeeping, Banking and Business Practice. Just the thing for use in Shorthand Department.

Bliss Bookkeeping and Accounting

Consists of six sets, thoroughly covering Sole Proprietorships, Partnerships and Corporations. Complete new text.

Corporation Accounting

An advanced course requiring from six to eight weeks, completely covering the organization, the Bookkeeping and the Accounting of Corporations. Fifty illustrations.

National Dictation

With Pitman, Graham and Gregg notes.

Scientific Touch Typewriting

Every Typewriter teacher should examine this book. Hundreds of enthusiastic users.

Simplis Shorthand

Something quite different in a light line system of Shorthand.

Complete catalog explaining these texts mailed upon request. Examination copies sent to reliable schools.

THE F. H. BLISS PUBLISHING COMPANY
SAGINAW, MICHIGAN

The Value of Intellect

An article in the September Business Philosopher by Horatio W. Dresser, eminent psychologist and metaphysician, will be read by Educators everywhere. It deals with the emphasis which has been put on the development of the intellectual faculties and the need for direction of instincts and the cultivation of will and the feelings or sensibilities.

In October and November issues, A. F. Sheldon, school teacher, philosopher and author will give his method of teaching Philosophy of Service—The Rotarian creed—to school children.

"EVERY SCHOOL TEACHER IN AMERICA SHOULD READ IT."

There is now appearing a series of articles on VOCATIONAL GUIDANCE, by H. D. Appleby, character analyst and vocational expert. This is a live topic in educational circles.

You will also be interested in the discussions by well known leaders on current problems, such as

"THE ENFORCEMENT OF CRIMINAL LAW"
"THE ALLIED DEBT"
"THE MODERN DANCE"
"INTERNATIONALISM"

You Will Find

The Department of Applied Psychology non-technical, offering suggestions which you may find valuable in maintaining your health and happiness and attaining your success.

The Philosopher will make a valuable and interesting friend for your long winter evenings that are ahead—you will always cherish his friendship.

SPECIAL OFFER TO EDUCATORS ONLY

You may have the nine issues beginning with September for \$1.00 (regular price 25c a copy)—a dollar bill, stamps or money order will do.

Address:

THE BUSINESS PHILOSOPHER
140 Monroe Ave., Memphis, Tenn.

Gregg Shorthand Wins World's Amateur Championship

In the World's Amateur Speed Contest Mr. Louis A. Leslie, with an accuracy record of 99.1%, won first place.

In the Professional Contest, two Gregg writers, Charles L. Swem, for eight years personal stenographer to President Wilson, and Albert Schneider, World's Champion shorthand writer for 1921, won second and third places respectively.

Mr. Swem, on the high-speed court matter test, dictated at 280 words a minute, astonished the committee by transcribing 1,407 words with but 12 errors and breaking the world's previous record—and this despite the fact that he is entirely without court reporting experience.

Twenty-four out of a total of forty-nine qualifying records were made by Gregg writers.

Gregg Shorthand

wins instant success for those who study it because it is scientifically correct, therefore the easiest of all practical systems to master. It doesn't call for tiresome study of bewildering hieroglyphics or memorizing a multitude of intricate rules.

To begin the study of Gregg Shorthand is to begin to write it. You can become a master speed writer with astonishing ease. With Gregg Shorthand, Mr. Albert Schneider, a New York school-boy, became the World's Champion before he was twenty-one years of age.

In the contest just ended, Martin J. Dupraw, sixteen years of age and only recently graduated from the New York High School of Commerce, won speed certificates at 150, 175 and 200 words a minute.

Gregg Shorthand is taught in the high schools of 89% of the cities and towns in the United States where shorthand is taught.

THE GREGG PUBLISHING CO.
New York Chicago Boston San Francisco



NATHAN BEHRIN
Champion Shorthand Writer of
the World

ISAAC PITMAN SHORTHAND

WRITER WINS

World's Championship

Pitman Writers Shatter all Records in Winning ALL the High Speed Tests at International Contest at New London, Conn., August 24, 1922

At this annual contest, conducted by the National Shorthand Reporters' Association, Nathan Behrin, an Isaac Pitman Shorthand writer, who has not taken part in these contests since 1914, easily won the championship, *smashing all previous records.*

Mr. Behrin made a total of only 19 errors in the three tests for the title at 200, 240 and 280 words a minute, making an average accuracy percentage of 99.5 in a total of 3,610 words. He has eclipsed his own record of 66 errors in 1913, and has broken all previous records at 200, 220, 240 and 280 words a minute speeds. He won the 280 and 240 words a minute tests, making only 7 and 8 errors respectively, new world's records which *have never been approached in these contests.*

John F. Daly, also writing Isaac Pitman Shorthand, won the contest at 200 words a minute with 3 errors, and now holds the world's record at this speed. Mr. Behrin was a close second with 4 errors. Both writers broke the previous record with ease.

Solomon Powsner, a young Isaac Pitman writer, entering a contest for the first time, won the high speed test at 220 words a minute, and now holds the world's record. Nathan Behrin and John F. Daly were a close second and third in this test. All three shattered the previous record.

Out of 17 International Contests, 15 have been won by Pitman writers. Insist on Isaac Pitman Shorthand,

The System of Champions

SIMPLEST: During his six weeks' vacation from his court work before the contests Behrin received no practice. He entered the contest at the **last moment** in extremely adverse circumstances, suffering from the shock of an automobile accident, in which Mrs. Behrin was seriously injured. He was pitted against writers in other systems, who have done little else for years except to train for exhibitions, yet he won with ease and distinction.

He finished transcribing his notes over an hour and fifteen minutes before any other competitor.

SWIFTEST: Pitman's Shorthand has always held the world's record for speed. Behrin has written at 322 words a minute; light-line and Pitmanic systems were represented, but only Behrin qualified.

SUREST: Pitman's Shorthand has always held the world's record for accuracy. All skilled reporters use Pitman's Shorthand. **Every Official Reporter in the United States Senate and House of Representatives writes Pitmanic shorthand.** Practically every court reporter in the country writes Pitman's shorthand.

93% of the New York City day and evening high schools teach the Isaac Pitman system of shorthand. This system is taught in some two hundred and fifty public, private and parochial schools in New York City.

Send for a Trial Lesson and particulars of a Free Correspondence Course for Teachers

ISAAC PITMAN & SONS, 2 West Forty-fifth Street NEW YORK

THE Business Educator

COLUMBUS, O.

LUE FLR

VOLUME XXVIII

COLUMBUS, OHIO, OCTOBER, 1922

NUMBER 11

THE PLAN BOOK

It is indispensable that the teacher of any subject should keep a Plan Book. This book should be large enough to contain the plan for an entire term. It should not be written up too far ahead, for every lesson should be fresh for the teacher as well as for the class.

On the outside of the front cover should appear a time table for each step of a recitation. And this time table should be followed absolutely. It will require some experience, however, to be able to allot the proper proportion of the recitation to each step.

The chief advantages of the use of a plan book is that the teacher is sure to complete his program for each recitation. Among the pitfalls which lie in the path of the inexperienced teacher, the one which is accompanied by the most danger is that of becoming so enthusiastic over a single feature of the recitation that all else is forgotten, and only the sound of the closing bell brings him to a realization that he has not accomplished the work he set out to do. He has possible left untouched the most important thought which he had planned for that occasion.

I find that it is a good plan to differentiate between "lesson" and "recitation." At the present time, a "lesson" in any commercial subject may be upon a "topic" so comprehensive as to require several recitations to cover it; as, for example, a lesson on the lower loop letters, a recitation may be confined to the single letter "g." The plan book, therefore, should be a plan of the "recitation" and not of the "lesson." Sometime, some one is going to publish a series of books on bookkeeping, penmanship, arithmetic, shorthand, type-writing, etc., with an assignment for each forty-five-minute period outlined, just as it has always been done in penmanship. No greater contribution could be made toward efficient teaching. The experienced teacher may not need this guidance, but most of the teaching is now done by the young and inexper-

enced, and this is likely to continue to be the case.

To cover a topic, consider each "lesson" as the treatment of a topic, and each "recitation" as dealing with an aspect of the topic.

A lesson formula was given to teachers a hundred years ago by Herbart. This plan has been called the "five formal steps," and until the lesson order has become habitually established and is unconsciously followed, the teacher of penmanship can render himself no greater aid toward effective teaching than to post in plain view in the rear of his room this formula for the lesson:

1. Preparation for the topic—proper introduction.
2. Presentation of the topic — in other words, teaching it.
3. Comparison of the topic with others that have been taught.
4. Generalization of the facts learned. Identifying new rules.
5. Application, or drill in the use of the new knowledge.

To the Young Teacher: Outline a model "recitation" on the small letter "h" and send it to me. To the one sending the best outline, I will present a beautiful specimen of penmanship by the late Louis Madarasz. H. G. H.

F. L. Hislop, Palmyra, New York, who advertised in the BUSINESS EDUCATOR some months ago, died recently.

Mr. R. F. Webb, of Charlottesville, W. Va., will teach in the Commercial Department of the Indiana State Normal School, Indiana, Pa., this year.

ENERGIZING EDITORIALS

Have you looked a raise in the I?

To get ahead get a trained head.

A good salesman doesn't give himself away.

Better learn to like work, you'll have to do it anyway.

The job is getting ready for you. Are you getting ready for the job?

SUBSCRIPTION RATES

Students' Edition\$1.00 a year
Professional Edition\$1.50 a year
(To Canada, 10c more; foreign, 20c more, to pay extra postage.)

The Professional Edition contains 8 pages more than the Students' Edition, these being devoted to articles of special interest to Commercial and Penmanship Teachers. All the specimens of penmanship, and all the advertising are in both editions.

PRIZE CONTESTS

Prizes are offered in this issue to students and teachers of Business Writing, Business English, and Salesmanship. Any reader of the BUSINESS EDUCATOR may submit work for these contests. Please notice the following conditions:

1st. The closing date is December 20, and all papers must be in our hands on that date.

2nd. Be sure to give the number of the contest.

3rd. Enter one or more of these contests whether or not you have any hope of winning. In our contests last year there were in some cases fewer specimens received than there were prizes offered. Besides, the work you do in preparing for the contest should be worth more to you than a prize.

4th. Announcement of the Prize Winners will be made in the February issue.

CONTEST No. 1

For the best letter from a reader telling how you have profited through reading the advertisements in the BUSINESS EDUCATOR. Perhaps you have secured a position, or a teacher, or have found a helpful text, or have been put in touch with a source of penmanship supplies. Let us have your experience.

First Prize, a two-years' subscription to the BUSINESS EDUCATOR.

Second Prize, a one-year subscription to the BUSINESS EDUCATOR.

Send papers to the Editor by December 20.

PRIZE CONTEST No. 20

Best letter from a teacher pointing out the advantages of being a teacher of penmanship. This work pays a good salary, affords opportunities for securing further education, and offers possibilities of earning extra money. Put these and other advantages into the best letter you can write.

First Prize, a two-years' subscription to the BUSINESS EDUCATOR.

Second Prize, a one-year subscription to the BUSINESS EDUCATOR.

Send papers to the Editor by December 20.

The letters in contests numbers 1, 5, 9, 12, 15, 17, 18, 19 and 20 may be typewritten.

Colonel J. E. Hutchingson, former Director of Penmanship in the Denver, Colorado, Public Schools, recently purchased the Central Business College of that city.

J. E. Goodel, formerly of the Albuquerque, New Mexico, Business College, recently purchased Hotel Sheldon at El Paso, Texas. He and his associates in the hotel business now operate hotels at Dallas, Fort Worth, Cisco and El Paso.

Change of address should be requested promptly in advance, if possible, giving the old as well as the new address.

Advertising rates furnished upon request.

The Business Educator is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.

The BUSINESS EDUCATOR

ARTHUR G. SKEELES - - - - - Editor
ORACE G. HEALEY - - - - - Contributing Editor
J. W. BLOSER - - - - - Business Manager

Published monthly (except July and August)

By THE ZANER-BLOSER CO.,
612 N. Park St., Columbus, O.

Copyright 1922, by The Zaner-Bloser Co.



EVERYDAY PENMANSHIP

By JOHN S. GRIFFITH

302 W. 61st Street, Chicago

Penman, Englewood Business College

SEND SPECIMENS of your work to Mr. Griffith for criticism. Enclose 25c—worth more.
TEACHERS sending specimens from ten or more students should remit 10c for each specimen.

We are now in readiness to carry on the work for the second month, and at this time let us not lose sight of the fact that training in penmanship does not train us in one subject alone, for such is not the case.

Mr. C. P. Zaner, who no doubt was one of the world's greatest penmen, (some consider that he was the greatest) and doubtlessly he was the greatest benefactor of the profession, was real proof of the above statement. His life was a noble one, his high ideals, his harmonious disposition and his ever willing desire to help others all were the results of his deep study of so simple a subject as penmanship. He gave his life to the subject and fortunately the profession has reaped the harvest of his efforts.

You too can expect to take out only

that which you put in. How much are you putting in? Do you really want to win? Remember to use only the best materials. How is your position?

CONTEST No. 2

Best work on the lessons presented in the September, October, November and December numbers from a student in a business college or a high school.

First Prize, a two-years' subscription to the BUSINESS EDUCATOR.

Second Prize, a one-year subscription to the BUSINESS EDUCATOR.

Five other prizes of one dozen written cards each.

Work should be sent in one package addressed to the editor, and should be mailed not later than December 10.

Students who wish to compete in this contest may send their work to Mr. Griffith each month and have it corrected. Then practice in accordance with his suggestions before sending the contest specimens.

Send only two pages of the work in each number of the BUSINESS EDUCATOR.

CONTEST No. 3

Best page of business writing from a student.

First Prize, a two-years' subscription to the BUSINESS EDUCATOR.

Second Prize, a one-year subscription to the BUSINESS EDUCATOR.

Five other prizes of a dozen written cards each.

CONTEST No. 4

Best page of business writing from any one, student or teacher, consisting of a business letter, a prose or verse selection, signatures or alphabets.

First Prize, a two-years' subscription to the BUSINESS EDUCATOR.

Second Prize, a one-year subscription to the BUSINESS EDUCATOR.

CONTEST No. 5

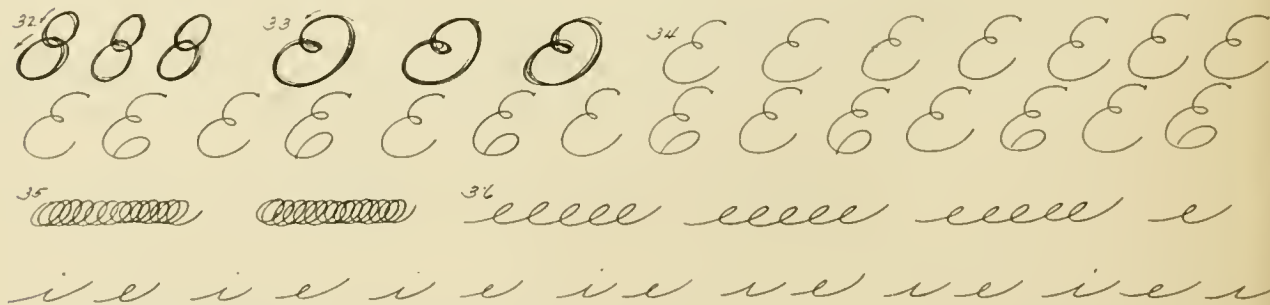
Best letter from a teacher or student setting forth the advantages of being able to write a rapid, readable style of business writing.

First Prize, a two-years' subscription to the BUSINESS EDUCATOR.

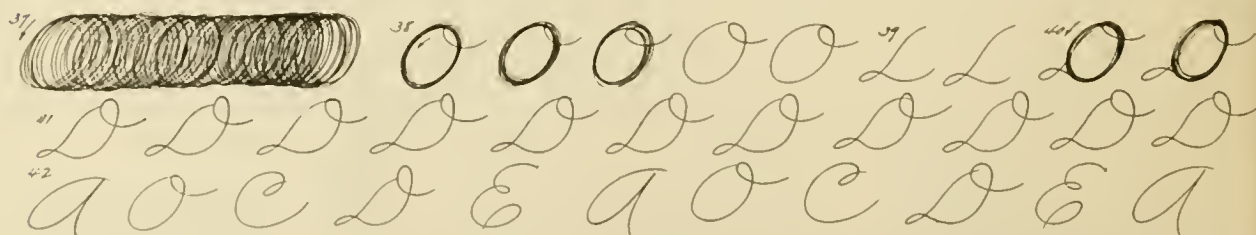
Second Prize, a one-year subscription to the BUSINESS EDUCATOR.

Send papers to the Editor by December 20.

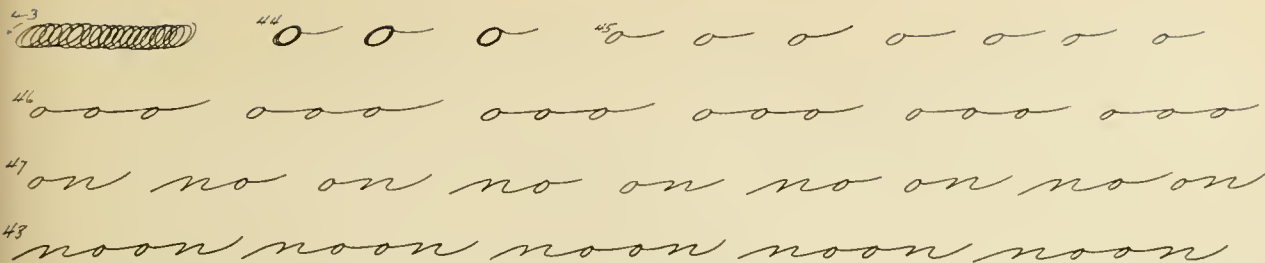
(See page 9)



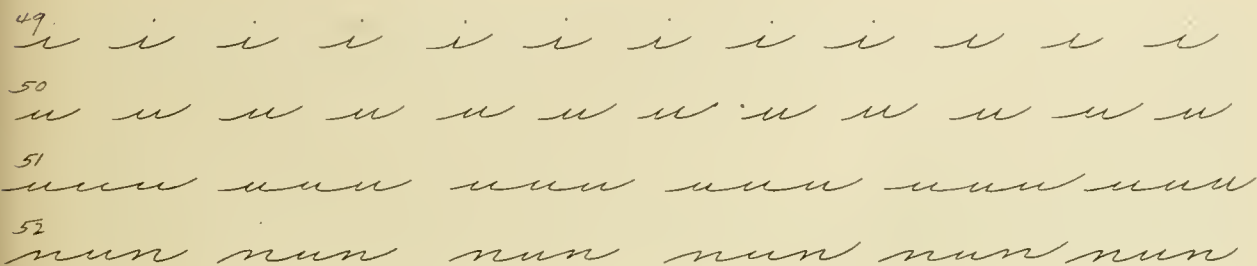
Lesson 32. Direct exercise used to develop the E, note the relative sizes. (33) Additional drill for developing the E, retrace five or six times. (34) count 1-2-3—1-2-3. (35) Direct exercise ¼ of a space. (36) Use free movement, the last line of this plate requires a little precision.



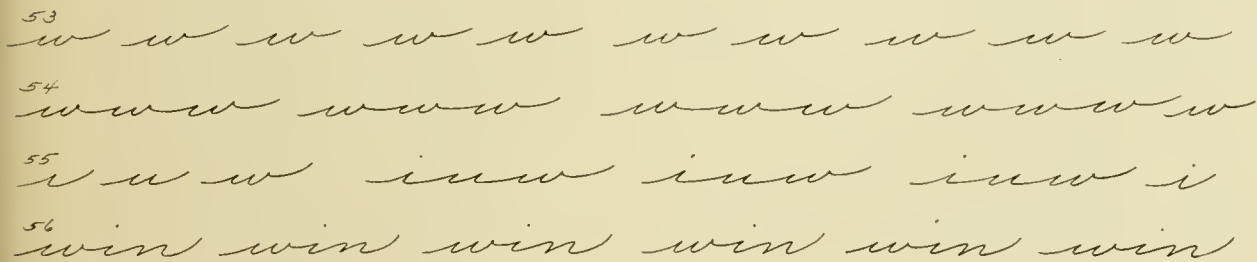
Lesson 37. A little review of O. (39) Count 1-2-1-2. (40) Exercise 39 and without lifting the pen retrace exercise for O, eight counts. (41) Count 1-2-3. (42) Review these letters as a group—plenty of freedom is desired.



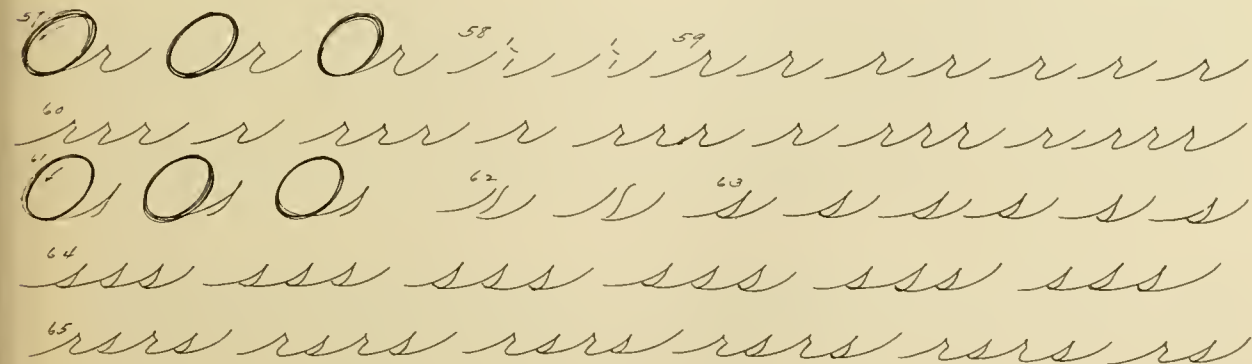
Lesson 43. Direct exercise $\frac{1}{4}$ of a space. (44) Direct retraced exercise six counts. (45) Count 1-2-3. (46) Count 1-2-1-2-1-2-3. (47 and 48) Excellent words to give one a lateral movement.



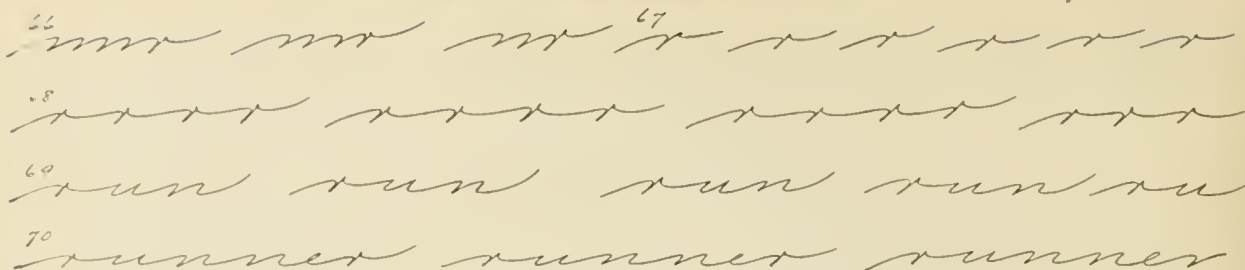
Lesson 49. Count 1-2-3 or 1-2, counting only for the up strokes. (50) Count 1-2-3-1-2 swing. (51) Count 1-2-1-2-1-2-3.



Lesson 53. Count 1-2-3-curve or 1-2-3-4. (54) Count 1-2-3-1-2-3-, 1-2-3-finish. (55) Study these three letters, practice them separately and then join them. (56) A good word to write and think about.

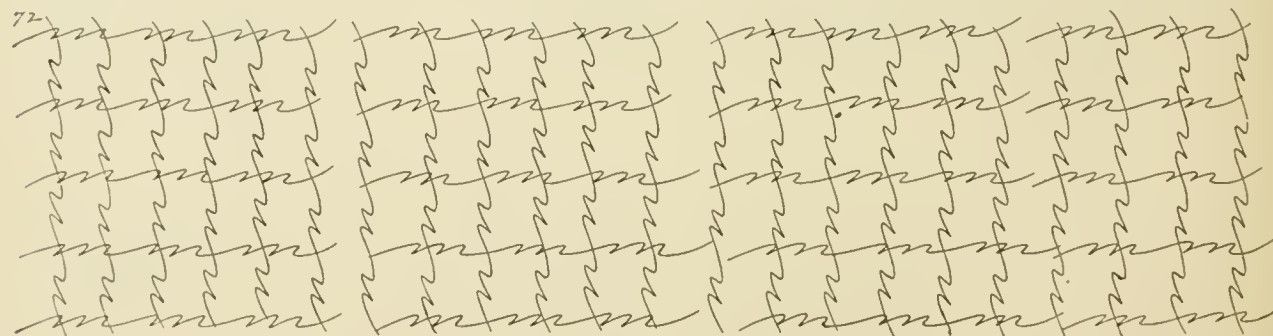
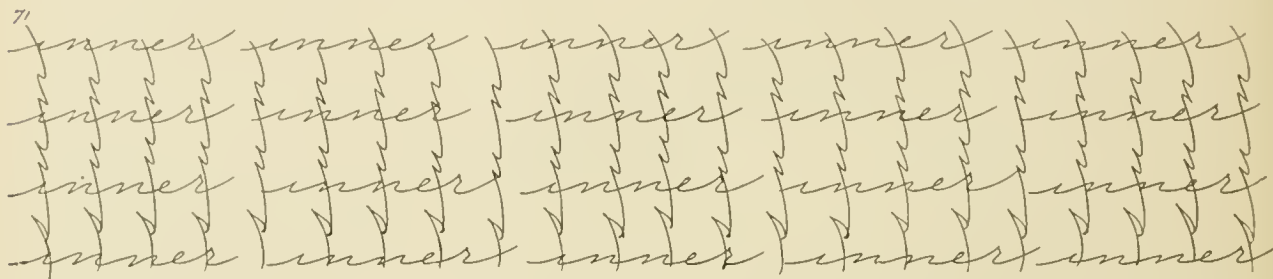


Lesson 57. The copies of this plate will perhaps be difficult for many; however, systematic practice will help you to overcome the difficulty. (57) Seven counts. (58 and 62) Planned just to show separate strokes of the letters. (59) Count 1-2-3-4. (61) Six counts. (63) Count 1-2-3. (64) Count 1-2-1-2-1-2-3.

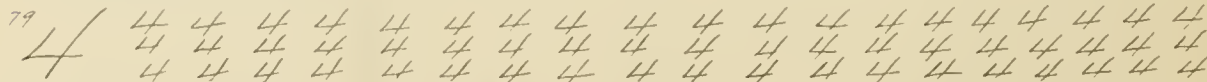


Lesson 66. Not infrequently a great deal of time is wasted discussing which of the *r*'s is the better. Personally I cannot give the answer, but I am certain that it will be to your best interests to master both, as one finds that each one is of real value at different times. This style, first part same as the small *m*, count seven for the first drill, and I have shown how the initial part of the exercise can be omitted. (67) Count 1-2-3. (68) 1-2, 1-2, 1-2, 1-2-3. (69 and 70) Glide freely.

How about the position of your paper, the position of your body? Are you using the best materials?



Lessons 71 and 72. These lessons are aimed to help you place your letters properly. Note the spacing and quality of line desired.



Lesson 73. Indirect horizontal exercise. (74) Count 1-2-3-4-5. (75 and 76) Three counts for each figure.

Lesson 77. Figure 9, count 1-2, 1-2. This is an excellent small *g* if made correctly.

Lesson 78. Remember we're using arm movement even though we are practicing figures. One count.

Lesson 79. Count 1-2-3. Note the sharp nose.

Are you doing your best?



Lessons in Artistic Penmanship

— For Beginners —

By M. A. ALBIN

Principal of the Business School of the Oregon Institute of Technology
Portland, Oregon

TRICKS OF THE TRADE

This lesson deals with the few little things that some people term the "tricks of the trade."

First we will consider the Pen Scope—the natural distance the arm and pen will travel with absolute freedom and precision. In accurate, small writing, words are not written through from start to finish with one bold forward motion; but there are natural pauses not determined by the length of words—pauses in movement that compare with rhetorical pauses in speech not indicated by punctuation marks—known as the natural pen scope of the individual. An expert penman soon learns his limitation of freedom and precision and resorts to pen lifting and the picking up of lines. This varies in length of reach with the individual. The lift should be on the downward stroke. Take the word "Esmond." I lifted my pen in completing the small s, as I find my most perfect pen scope in the "mond" finish of the word. However, should one be writing a word with a greater length one might find it convenient and effective to lift in the downward stroke of the n. In "picking up" you start back in the down stroke, catching the line and moving forward with new force.

Some take exception to the method, but I have little use for simply a

demonstration of skill—it's the perfect page we are after. I am not inspired by the kind of skill that will write the Lord's Prayer on a surface the size of a dime, or the entire alphabet without lifting a pen. That is useless skill.

I am illustrating the "pen lift" and "pick-up" in the extended, or loop letters, and the small t. I make all t's as illustrated. Strike the paper with the arm swinging hinge-like to the left; spread the "nibs" until you have the desired width, checking the motion. Then, with a quick strike downward make the wedge-shaped mark. With a new motion, pick up the line and continue into the next letter. A little practice will make you quite expert at this, and give you a much better t than when re-touched.

Shading of small letters requires careful attention. Occasional shaded down strokes, distributed at fairly regular intervals, add sparkle and life to the written page. Study and practice the words, paying careful attention to the small shades. Most wonderfully effective pages are produced by writing with pale thin ink and touching the wet shades with another pen dipped in a darker ink. Avoid retouching, but when necessary, wait until the writing is dry, and use a pen dipped sparingly into the ink.

Criticisms and suggestions to those enclosing 25c with specimens.

PRIZE CONTEST

CONTEST No. 6

Best series of practice papers from the lessons in ornamental penmanship presented in the September, October, November and December numbers. Submit one page from each lesson. You may first send your practice to Mr. Albin or Mr. Guillard for criticism if you wish, and then practice according to his suggestions. The entire set of papers should be mailed in one package to the Editor about December 10.

First Prize, a two-years' subscription to the BUSINESS EDUCATOR.

Second Prize, a one-year subscription to the BUSINESS EDUCATOR.

Three additional prizes of a dozen written cards each.

CONTEST No. 7

Best page of ornamental penmanship from a student in a business college or high school. You may make your own selection of matter.

First Prize, a two-years' subscription to the BUSINESS EDUCATOR.

Second Prize, a one-year subscription to the BUSINESS EDUCATOR.

Three additional prizes of a dozen written cards each.

CONTEST No. 8

Best page of ornamental penmanship from any one, teacher or student. You may select your own matter and arrangement. You may write a letter, a short poem or send an alphabet.

First Prize, a three-years' subscription to the BUSINESS EDUCATOR.

Second Prize, a two-years' subscription to the BUSINESS EDUCATOR.

Third Prize, a one-year subscription to the BUSINESS EDUCATOR.

CONTEST No. 9

Best letter from a teacher or a student, giving reasons for the study of ornamental penmanship. Ornamental penmanship still appeals to many persons, still has advertising value for business colleges, and is still one of the best ways to improve your skill in business writing. Put these and other advantages into the best letter you can write.

First Prize, a two-years' subscription to the BUSINESS EDUCATOR.

Second Prize, a one-year subscription to the BUSINESS EDUCATOR.

Send papers to the Editor by December 20.

(See page 9)

Esmond handsome
quietude thumb pneumatic.
luggage llllll
truthful frugality

Sometimes

"From the fields of yesterday
 He sometimes comes to me,
 A little lad just back from play—
 The lad I used to be.

And yet he smiles so wisely
 Once he has crept within.
 I wonder if he hopes to see
 The man I might have been."

No one can tell what the future
 has in store for you, but it is your
 privilege or duty to make the most
 of the present by intelligently striv-
 ing for high ideals. Success is not
 a matter of luck, but rightly direct-
 ed effort. A few may secure good
 positions by luck, but the chances
 are your luck depends upon ability.

E. A. Luyfer.

Two specimens of practical business writing by a master penman—E. A. Luyfer, Zanerian College of Penmanship, Columbus, Ohio.

ALPHABET SENTENCES

Composed by members of the Penmanship Class of Emerson High School, Flagstaff, Ariz., and reported in the school paper, "Green & Brown."

"A Black Cat Dragged Eight Fat Geese Hastily Into Jail, Killed Little Minnows, Nabbed Old Potatoes, Quail, Rabbits, Squirrels, Timidly Uttering Vexing, Wailing, Xylotomous Yowls Zealously."

The eighth grades made up this one:

"A Boy Came Down Every Friday, Getting Himself Important Jobs, Keeping Little Money, Not Owing

Persons Quite Royal Stuns. This was Undoubtedly Very Wonderful, Xamp-ling Youthful Zeal."

Here's another one:

"Adam Bongberg Came Down Every Friday, Going Home In a Jitney, Klattering Loudly, Making Noise On the Pike. (Queer Rosie Saw the Ugly Vehicle Wabbling Xcitedly like a Young Zebra.)"

This is the last one we shall give, as too much of a good thing is enough:

"A couple of Bear Cubs, Desiring Edible Food, Grabbed Hiram I. Johnson's Korn crib, Leaving Many New,

Old and Poor Quinces, and Rightfully Sharing Together, Until Vexed by a Woman Xylophonist, Yodeling Zealously."

PROBLEMS IN WRITING

The a's and the b's we make with ease
 The c's and the d's also,
 But the g's and the y's, and the z's
 and the p's!

They fill us full of woe.
 Those tails will swing, as sure as fate,
 Past the guiding line of blue.
 And a g with a tail an inch too long
 Will never, never do.

—Edna T. Burns.



Teacher's Professional Edition (Supplement)

Pages 17 to 24, Inclusive

WHAT DO STUDENTS WANT?

What are students most willing to pay for? Is it long courses of study, the certificate, diploma, or degree which they receive at the completion of the course,—or is it inspiration?

Possibly the experience of other teachers will throw some light on this subject. About a year ago a young woman organized a class in Columbus, Ohio, in "Practical Psychology." The tuition was \$25.00 for nine evenings. She enrolled a few more than 400 students for the course.

A few weeks ago this same teacher organized a class in Washington, D. C., numbering about 1400 students.

Another woman, giving instruction along the same line, organized several classes in Cleveland, Ohio, during the last year. The total number of students was about 4,000 at \$25 each.

It will be seen that these persons are receiving a very large amount of money. Some persons will say that they are fakirs, pure and simple, but the fact is that persons who have taken these courses are as a rule enthusiastic about them and are ready to commend the teacher and the course to anyone inquiring about them.

This suggests to the Business College man that students need to be told they can do a thing, rather than how to do it; that they are willing to pay a high rate of tuition for inspiration, and that we may be making a mistake in emphasizing our long, thorough courses of study, beautiful diplomas, and credit toward degrees, instead of the inspiration we give that sends out students and graduates with a determination to overcome obstacles and accomplish great things.

"LOUD SPEAKER" INSTALLATION IN HIGH SCHOOL

A most interesting intallation of Magnovox Telemegaphones has recently been completed for the Piedmont High School, Piedmont, California. The installation consists of a central or master station and 25 receiving stations. The master station is operated with an ordinary telephone. Talking into the Magnovox in ordinary tone, the speech is amplified in any or all of the 25 classrooms as desired, in sufficient volume to be distinctly audible to all the students.

A ditinctly novel feature of this particular installation also is the fact that, by means of a special switch, broadcasted Radio lectures and concerts may be connected so as to be reproduced in any or all the classrooms by the same Magnavox Telemegaphones.

This new development of Radio reception and amplification suggests most interesting possibilities. For example, if a business college were equipped with instruments announcements might

be made from the office to all classes at the same time. Every student in the school could hear lectures and special talks without the expense of providing a large auditorium. The novelty of such a device would secure valuable publicity. Which business college will be first to install it?

AS OTHERS SEE US

The ability to see ourselves as others see us is as badly needed by Americans as it was by the Scottish poet. The editor has enjoyed reading the *Efficiency Magazine* published at 4 Lincoln's Inn Fields, Kingsway, London, W. C. 2, because it gives another point of view.

This magazine is quite as full of pep as anything we have read from any American peptimist. The editor, Herbert N. Casson, is a lecturer and author of books whose writings have been frequently reprinted in this country.

The advertisements are interesting, including several correspondence schools, and advertising agencies. There are also a number of devices for use in business offices, and several books for the business man.

The following editorial should be quite as interesting to an American as it undoubtedly is to the business man of Great Britain:

"DON'T BE AFRAID OF AMERICAN COMPETITION"

"One fact seems clearer as the months roll on—the United States is in a worse mess than we are.

"We, at least, are playing the game with the rest of the world.

"But America has walled herself in. She refuses to take part in our Conferences. She shuts out our goods. She grabs all the gold and then insists on gold payments. She demands her pound of flesh at a time when we have no flesh on us.

"ALL THIS WON'T MAKE HER POPULAR IN THE MARKETS OF THE WORLD."

USING AWARDS

The Beckley College Bulletin for August 7, 1922, published by Beckley College, Harrisburg, Pa., Charles R. Beckley, President, "H. M. Munford, Principal, is the "Credential Number." This school gives its students the opportunity to secure credentials offered by manufacturers and publishers in penmanship, typewriting, and shorthand. In this number of the Bulletin there is a list of 107 names of students who have won the Zaner & Bloser Penmanship Certificate, four students who have won Underwood Bronze Medal with three bars, twenty-one students who have won the Underwood Bronze Medal with two bars, and eighty-nine students who have won the Underwood Bronze Medal with one bar. There is also a list of nine students who have won the Competent Typists' Certificate issued by the Gregg Writer. The list of winners of the Order of Gregg Artist's

Certificate contains 107 names. Of these thirty-five have also secured the Zaner Method Penmanship Certificate, showing how the Zaner Method Penmanship prepares a student to do artistic shorthand writing.

In taking advantage of the incentive offered by these credentials the management of Beckley College is doubtless acting wisely. The important thing about awards is not the award itself, but the practice which is necessary to secure the award. The students of Beckley College are doing high-class work and the award is only an indication of the splendid preparation they are receiving.

WHY SCHOOLS ARE PROUD OF THEIR GRADUATES

Rider College is justly proud of Charles L. Swem, and Walworth Institute, N. Y., of George B. Cortelyou. Almost every business college in the United States numbers among its former student several men and women who have been conspicuously successful and of whom the school has good cause to be proud.

At first thought you would suppose that these schools must be proud of what they taught these graduates, but this is not really the case. These successful men and women sat in classes with many others receiving the same instruction, following the same course and doing about the same work.

The fact is that the success of these persons is due to what they learned after they left school rather than what they learned during their school course. No one would claim that Mr. Cortelyou learned in a business college to be President of the Consolidated Gas Company, or that Mr. Swem was taught in a school to be the editor of the Gregg Writer. So if the school is proud of what these men have done it is proud of what they have learned since they left school rather than what they learned while they were in school.

What makes business college students keep on learning? A variety of things, no doubt. Some of these are natural endowments and can neither be increased or diminished by anything that happens in school. Others are matters of inspiration and can come through school work, through association with teachers and school men, through wisely directed reading, and through contact with business men. These things the school can to some extent control.

The school that would be proud of its graduates should, therefore, see that they leave school with a determination to keep on learning. They should be acquainted not only with how much they know, but with how much there is still to be known. They should have some knowledge of opportunities for further study in night schools, correspondence courses and Universities, and they should be inspired to still further deepen and broaden their store of knowledge.

The school that sends out its pupils inspired and determined to keep on learning is preparing them to do work of which the school will be proud.



MENTAL MEANDERINGS

By CARL MARSHALL
Weichtpec, California

The Struggle for Truth

Education is something more than a quest for facts, as Mr. Thomas Gradgrind found out to his sorrow. Nevertheless, the ascertainment of Truth is and always will be the chief function of our schools. Truth and fact are not the same. Facts may or may not be valuable; truth always is.

Facts are like the tons of gravel out here in these Klamath gold mines, which they wash down through the sluice-boxes. Truth is the gold that the magical mercury picks out and saves from the worthless wash of facts. Gold is always gold and truth is always truth, but men can use facts so as to make them out-*lie* Ananias. A savage man from the hills came down into the plain and for the first time saw a horse and wagon. He returned home and told his folks about "some kind of devil thing white man put behind horse to make him go."

Almost as obvious perversions of fact are current among the most civilized of us. Medicine, law, theology, history, science (so-called) and the maze of guesswork called economics, are all full of such perversions. Sometimes it takes a generation or two before we learn that the horse draws the wagon instead of the wagon's pushing the horse. It is not so long ago that the doctors were slaying millions of sick people by drawing blood from their veins when they should have been putting more blood in. About the same time, certain learned preachers were telling us authoritatively that countless myriads of babies were roasting in hell because their wicked parents had allowed them to die without being baptized. Sixty years ago we were emerging from the Civil War, with the country flooded with a billion or so of inconvertible paper money worth forty cents on the dollar. We also had eight or ten outlying territories whose rich resources of soil, forest and mine were practically untouched. The home-coming soldier boys of both armies rushed into these rich regions and in spite of the crazy money situation, quickly ushered in an era of unexampled prosperity. Certain on-lookers were sure it was the wagon that was pushing the horse, and at once shouted that it was the cheap money that did it. The fallacy still persists and is wrecking Europe today.

Perhaps it is the fate of man that these glittering plausibilities will go on fooling him till the end of time. His only hope is EDUCATION, of the sort that keeps steadily at its task of turning up real truth, oblivious of pre-

judice or tradition or entrenched error, however authoritative.

Possibly, this may reduce the volume of the world's alleged wisdom, but as whimsical old Josh Billings used to say, "It's better for a feller not to know so much, than to know so many things that ain't so."

When the Steelhead Runs

Five o'clock in the morning in late August. I struggle into wakefulness, spurred by a tryst made with myself the night before, for a try on the riffles at dawn. A dash of spring water and a quick rub-down to expel any remains of drowsiness, a hasty slipping into my khaki outfit, a quiet get-away from later sleepers, and I am out into the amber tinted coolness. A band of half domesticated early-rising pheasants are indulging in subdued staccato conversation up on the hillside among the loganberry frames. The soft purring of the summer-clastered Klamath comes up from the depths two hundred feet below. But these sounds only emphasize the otherwise unbroken silence. My tackle, prepared the night before, rests among the hop-vines that drape the porch. It consists of a 20-foot bamboo rod carrying a free-running one hundred and fifty feet of silk line, terminating in a six-foot gut leader and a copper and silver No. 3 spinner. A quarter of an hour's walk along a tortuous trail that leads steeply downward through a dense chapparrel of manzanita overtopped by lofty cinnamon-trunked madrone, and I come out on a reach of white sand that margins the river. Here swirls and flashes a long curving rapid a hundred or more feet from bank to bank, its farther side walled in with a mass of dark boulders. Above these rises the somber greenery of the mountain. In the narrow notch of the canon up the river, the pink glow of the rising sun is just beginning to show. Except the stealthy whisper of the waters, all is silent as the haunts of ghosts. It is yet too early for the sleepy Indians or ease-loving tourists, so I am alone with such sport as may offer.

A word here as to the quarry. The steelhead (*Salmo gairdneri*) is a sort of super-trout almost of salmon size, that is found only in the waters of the northwest Pacific region. Its back and belly are of silver, olive on head and back, with the characteristic polka dots of the trout. It reaches an extreme weight of fifty or sixty pounds, but the ordinary "good ones" range from eight to twenty pounds. It ascends the rivers from the sea, usually accompanied by the common salmon, from the middle of August to late in October. It appears to run in schools which may be many miles apart, and travels rather leisure-

(Continued on page 22)

THE FOUNTAIN PEN

By Wm. L. Crandall, Director of Penmanship and Art, Pasadena, Calif.,
Military Academy

Very few penmanship teachers allow fountain pens to be used in their classes; but not many teachers object to having them used in the other classes—particularly in the high school. Perhaps it wouldn't do any good if they did object. But the fact remains that practically every man and woman uses a fountain pen, and most of them use them very poorly. Since people are going to use fountain pens—and there is no doubt about their practical value and convenience—it is our work to teach the high school pupils how to use them and how to care for them.

Fountain pens should not be used for practicing pure movement drills. Still, pressing on the nibs spoils the pen, so muscular movement is the best manner of writing with them.

Once a week, during the latter part of the course in handwriting, fountain pens should be used instead of steel pens. The pupils should be taught to write lightly but firmly, keeping both nib on the paper all the time. The pen may be dropped below the knuckle of the forefinger while writing, and the thumb may be bent more than when using a steel pen.

Pupils should be taught to select good blue-black fountain pen writing fluid. They should be shown how to clean the barrel by shaking water out the point until it is clear.

INSTRUCTIONS FOR SECURING MODEL PENMANSHIP PAPERS

The instructions below were handed to student in the Zanerian Summer School with the request that they secure the papers mentioned and forward them to the editor. We shall be glad also to have other teachers follow out the suggestions.

What we want to get is the opinion of writing teachers generally as to what fifth and sixth grade pupils should be able to do in writing—not what they think pupils should be able to do, but examples of work that they consider up to the standard.

Model papers are papers written at the speed that should be required for a given grade and up to the form that should be required for pupils in that grade.

The speed for the fifth grade should be 70 letters a minute, and for the sixth grade 80 letters a minute. If the teacher thinks a lower or higher speed desirable she should submit specimens written at the speed she prefers.

It is suggested that pupils write this sentence:

"Pack my box with five dozen liquor jugs."

In the fifth grade pupil should write this sentence twice and the first two words the third time, in a minute. In the sixth grade the sentence should be written twice and first five words the third time, in a minute. In all cases the speed at which the specimen was written should be indicated.

Besides this specimen teachers are invited to submit a list of the qualities of writing to be covered in the Scale with the weight that should be given to each quality.



Department of PUBLIC SCHOOL WRITING

Frank H. Arnold, Supervisor of Penmanship, Spokane, Wash.

No. 2 PUBLICITY

In my article last month I spoke of using the local newspaper for the publication of the names of Zaner certificate winners. A teacher will have no trouble in getting such matter into a daily or weekly newspaper, if she will cultivate the acquaintance of newspaper men. In a face to face conference with an editor or city reporter, it will be easy to show him that hundreds of children and parents are much interested in a matter of this kind. Hundreds of our own grammar grade children in Spokane eagerly search through the morning newspaper for several days near the time they know the certificate list is due to be published. Many clippings from the newspaper are brought to the grade schools on the morning when the list does appear.

I remember that I once spoke to a writing supervisor in a large city about the use one can make of the newspaper to arouse interest in writing. He looked rather bored and thought to crush me with these words: "Yes, we used to do that here, but we have cut out all such 'hysterics.' I just tell my teachers to give the same time to writing that they give to other subjects and let it go at that." I am sure this supervisor had lost his early enthusiasm. He felt it no longer necessary to exert himself in any way in order to create more interest in writing. He had been secure in his position for many years, and he was growing old—old in mind—gracefully and without effort. No, he didn't want any penmanship "hysterics" to trouble his serene spirit. Arthur Brisbane's words come to my mind again. I quoted them last month. They are worth quoting again. Listen: "Enthusiasm is the power and health of the mind. It is youth, ambition, will. Man lives and is worth while as long as his enthusiasm lives. And when enthusiasm dies, he dies — although he may not know it."

I have used the newspapers in Spokane time and again to publish the picture of the best eighth grade writer of the city. One of the leading newspapers of my city has run special articles on writing in its Sunday editions, and has reproduced superior writing of boys and girls in its columns. The newspaper in any town or city can effectively help the writing supervisor or special teacher of writing, if there be no supervisor in the place. All publicity of this kind is abundantly worth while. The people of the community or city are interested in what is being done in writing in the public schools.

If you live in a county seat town or a city, it will be comparatively easy to get a fine set of letters from the leading business men in that place. Bank-

ers, lawyers, real estate men and others will gladly reply to an inquiry as to what they think of the value of good handwriting. I remember that I wrote a number of letters a few years ago to a number of leading bankers in Spokane. I wrote to the cashiers and presidents of the different banks. Without an exception I got a fine lot of letters—letters that I used very effectively in my seventh and eighth grade classes. These letters, written by hard-headed, practical business men were a fine answer to the oft repeated, silly nonsense that every grammar grade child and every teacher must hear year by year. This is the nonsensical expression to which I refer: "Yes, the wide use of the typewriter is practically doing away with long-hand writing, and making it entirely unnecessary to stress penmanship any more." Letters written by wise business men who are actually in touch with business conditions often put new life into a discouraged teacher. She wakes up to the fact that after all she is really teaching a subject that business men greatly value for its practical utility. Big boys in the seventh and eighth grades, after hearing these letters read, begin to believe that there is something in writing if Mr. Jones, the prominent banker, says it is worth while.

One of the most effective things we have done in Spokane to arouse enthusiasm in writing has been the contests that we have arranged among the different grades. For instance, last semester we had a contest to determine the best third grade and the best fifth grade rooms in the city. One of the conditions of the contest was this: the work of every child in the third or fifth grade room had to appear in the booklet that was sent in. We chose for third grade contest matter the following selection:

"Kind hearts are gardens,
Kind thoughts are roots,
Kind words are blossoms,
Kind deeds are fruits.
Love is the sweet sunshine
That warms into life.
For only in darkness
Grow hatred and strife."

For fifth grade contest matter, we chose two stanzas from one of Robert Louis Stevenson's poems. I shall give one of the stanzas below:

"Dark brown is the river,
Golden is the sand;
It flows along forever,
With trees on either hand."

We had our children commit to memory these selections. Only by doing this can you get the best results. The child should not have to stop his writing time and again to copy a selection from a blackboard. He should be

drilled in the spelling of hard words, and should know perfectly the poem he is writing. The attention then can be given to form and movement, and the child needs all his powers for these two things.

Stanzas of poetry can be used quite effectively to get proper drill in the use of arm movement. Until we quit putting so much time and energy in drilling on ovals and single words we will never get our boys and girls to using proper movement in their daily work. The child needs to write long enough at one time to establish correct writing habits. The writing of complete poems and complete selections of various kinds will give just such work as he needs. Children like to write poetry, and as we have so much wonderful poetry in the world, why drill and drill on such common place stuff as, "Nine men mining in a mine"?

One who selects poetry for drill work must be careful to select poems of short lines for the lower grades. It is sometimes hard to find suitable poetry for little people, but the diligent seeker will be successful in finding poems worth while.

In our city we also use stanzas of poetry for speed tests. Take the stanza (Continued on page 20)

RHYTHMICAL GYMNASTICS

The following verses were quoted by Miss Laura Jane Breckenridge, Lafayette, Indiana, when presenting a second grade lesson before the Zanerian Summer School. The teachers who were present found them very interesting, and other teachers will no doubt want to use them before their classes.

Miss Breckenridge says that she received these verses from John Henry Bachtlenkircher, whose skill as a supervisor is well known to most of our readers. The original author is unknown.

All may stand up,
In the aisle
Make good straight lines,
For a little while.
Hands on hips,
Hands on knees,
Put your hands behind
If you please.
Touch your shoulders,
Now your nose,
Touch your ears
And now your toes.
Raise your arms
High up in the air,
Down at your side,
Now touch your hair.
Hands at side,
Now you may place;
Touch your elbows,
And now your face.
Raise hands up
High as before,
Now you may clap—
One, two, three, four.
Now sit down,
Hands folded once more,
Eyes to the front
Feet flat on the floor.



WHO'S WHO AMONG PUBLISHERS

No. 2

The Gregg Publishing Co.



JOHN ROBERT GREGG
President



MAIDA GREGG
Vice-President



Rupert P. SoRelle
Vice-President



Walter F. Nenneman
Secretary-Treasurer



Hubert A. Hagar
General Manager



William J. Pelo
Editor



Guy S. Fry
Comptroller



Edmond Gregg
Mgr. Gregg Publications



Charles L. Swem
Mng. Ed., Gregg Writer



Frances Effinger-
Raymond
Mgr. Pacific Cst. Office



Wallace W. Renshaw
Manager, N. Y. Office



W. D. Wigent
Manager, Chicago Office



Ralph R. McMasters
Manager, Boston Office

The cornerstone of The Gregg Publishing Company was laid by John Robert Gregg when he organized the first Shorthand class in Boston in 1893. Two years later Mr. Gregg moved to Chicago where he founded the Gregg School. The Gregg Shorthand Manual was first published in book form in 1898, and although there was an immediate demand for books for other schools, it was not until 1907 that The Gregg Publishing Company was incorporated.

The first officers of the new organization were: President, John Robert Gregg; Vice-President, Maida Gregg; Secretary, Raymond P. Kelley; Treasurer, Walter F. Nenneman. Upon the resignation of Mr. Kelley in 1909, Mr. Nenneman was elected Secretary-Treasurer. In January, 1921, Rupert P. SoRelle, author of Rational Typewriting, Words, Office Training for Stenographers, and Secretarial Studies, was elected Second Vice-President. At that time Hubert A. Hagar, formerly Manager of the Chicago office, succeeded Mr. SoRelle as General Manager.

With headquarters at Chicago, the company at first confined its efforts almost entirely to Gregg Shorthand publications. The publication, in 1902, of Rational Typewriting, one of the first books to advocate the touch method of typewriting, marked the first step in the program of expansion. This was quickly followed by texts on spelling, business English and correspondence, office training for stenographers, commercial and parliamentary law, and commercial arithmetic. In the meantime the company published a number of new shorthand books made necessary by the continued growth of the system.

(Continued on page 4)

ARNOLD

(Continued from page 19)

of Stevenson's that I quoted a moment ago. The stanza contains eighteen words, and is a fine one-minute test in the fourth grade. In conducting speed contests, it is wise to let children know at the outset that their work cannot be counted unless they finish their words and letters properly. Proper endings are sometimes wholly forgotten in a spirited speed contest.

The spirit has moved me at this point to say something about writing exhibits. Too often much of our exhibit work consists of little but movement exercises, and capital letters. I recall to my mind as I write this that I got some work from a city superintendent not long ago that stressed movement work above everything else. From one particular grade—the third, I think—he sent me nothing but movement work. Movement exercises are only a means to an end. People not connected with schools want to see the written word, the completed sentence, and completed compositions. That is real writing; the other is just the preliminary gymnastics of writing. When I see a so-called writing display consisting almost wholly of movement exercises I soon make up my mind that that is about all the children who wrote the drills can do. I wonder whether the average person does not think about the same way.

I am going to talk next month about a plan of exchanging writing with a number of my readers. However, I am going to give you this warning. I am not interested in seeing what your star pupils can do. I shall want to see the work of entire classes. Nothing vexes me any more than to have some supervisor send me about five papers from the same grade from about ten different schools. I want to see the work of the entire classes, and of different grade buildings. That is the only way I can judge the writing of any city. That is the only fair way to judge the writing of any place.

DEATH OF MRS. T. H. GATLIN

We were recently pained to learn of the death of the life companion of our old friend, T. H. Gatlin, of the Texas Business College, Weatherford, Texas.

Mrs. Gatlin assisted her husband in his work and due to her motherly care and interest in the student body, was known as the "Little Mother of the Texas Business College."

After death their married life was measured by nearly twenty-two years and their devotion to one another was beautiful. We sincerely sympathize with Mr. Gatlin in his great loss.

Mr. Gatlin reports that the outlook for his institution is very good. Professor Joe Ayers, an experienced teacher, recently purchased an interest in the school and is now head of the commercial department.

The fountain pen is a friend of the buy man and woman, and its use and care should be the same as that accorded a good friend.



Advertising a Business College

By HARRY M. BASFORD,

Business Manager of the National Advertising Service Company
1424 Lawrence St., Denver, Colorado

No. 8. MAKING ADS PAY

An expenditure for advertising should properly be considered as an investment upon which a return is to be expected. Good advertising must be profitable advertising, that brings back more than is put out. It should ultimately return the principal as well as the interest to the advertiser, the principal being represented by the amount paid for the advertising.

It is perhaps obvious that profitable advertising requires much more than the payment of the bills for printing or publication space, if the advertising is to be so effective as to measure up to the conditions of profitable publicity.

Geniuses are said to be born rather than made, but I believe that the adage is the other way around regarding successful advertisers, particularly so in the field of the business college. Certainly the ability to make advertising pay may be acquired, because it depends almost entirely upon such things as sincerity, truthfulness, experience, carefulness, good judgment, foresight and a thorough knowledge of condition affecting the business of a school.

I have enumerated these requirements in the successful school advertiser just as they occur to me, without attempting to set them down in any special order of importance or other rating. One of the most important, however, is carefulness, and you will nearly always find the unsuccessful advertiser lacking in this respect. The lack may not be plainly shown, but it is often the underlying cause why advertising campaigns do not pay.

I have often remarked that some of these careless advertisers ought to be spending their own money in a strictly mail-order campaign for a while, to convince themselves that the lack of returns lies within them.

Advertising is so big a thing and so closely allied with salesmanship, prestige and many other things that an advertising campaign may sometimes be carried on for months without discovering how poorly it is paying. If other conditions are favorable a school may seem to be succeeding and the advertising paying, when in reality just the reverse is true. In the mail order field, however, returns must come definitely or not at all; they must come fairly soon or they will never arrive. For these reasons the success or failure of a mail order campaign may be determined without any question or doubt.

I have spent thousands of dollars of my own and other peoples' money in mail order advertising, and I never had to wait long to learn whether any campaign would pay or not. This experience has made me careful of the expenditure of money and I believe a mail order experience will be beneficial to

and advertiser, particularly if carried on with his own finances.

Newspaper advertising is one of the most common kinds of school publicity. Almost every business college uses more or less newspaper space, and the problem of making these newspaper ads pay is a very present one with school managers.

Some of the phases of the problem may be well expressed in the form of the question that are most frequently asked me, such as: "How large space should I use?" "How shall I select the right papers?" "What kind of copy pulls best?" "Should illustrations be used?" "Should ads be keyed to check results?" etc., etc., through many more queries of minor importance.

Bearing in mind that circumstances often determine the proper answers in individual cases and that general rules and statements are often subject to exception, there are certain underlying

principles that govern a correct solution of the problem represented by these questions, and I will try to offer a few helpful suggestions that may help in planning a newspaper advertising campaign.

Experience has shown that business college ads in newspapers should be small rather than large. With a given expenditure for space this will permit of a longer campaign, which is also desirable. Perhaps the most common size of business college ads is a double column space about 5 inches deep, which is about equivalent to 7 squares or 70 agate lines, as space is measured in the city papers. Another common size in single column, from 5 to 8 squares deep.

The reason for using small space, frequently repeated, lies in the fact that a business college has no special reduced price bargains to offer, like a department store, and one or more points can be strongly and completely covered in a small space.

The selection of the right or best medium is not difficult. In selecting local newspapers, the best papers, and those having the largest circulation are the ones to be chosen. Everyone knows which is the favored paper in his own



AMBITIOUS TO SUCCEED

I finished my studies at the public school with a record about midway between the head and the foot of my class. Even at this time, I was ambitious, altho I now see that my ambition was but poorly directed.

Giving scant thought to further education, I wanted to be earning money, to rise in the world, to be successful. I considered myself a very bright young lady and thought that I could easily get a good salary in return for my services.

Mary Ambitious.

Many Young People are Like Mary

They do not understand their true position in reference to a salary. They see others earning good salaries and imagine that they can easily do as well.

You must be trained in some special line of work if you are to make your learning bring you dividends.

Good salaries are now paid to stenographers, bookkeepers and other office workers. We will explain how to qualify for an office position if you will call or write.

See what Mary Ambitious will do next.



MANAGING A DEPARTMENT

As Private Secretary to the President of a large manufacturing company, I had the opportunity to learn, from the inside, how big businesses are conducted.

I was still ambitious and set to work to prepare for a really big position, with a corresponding salary. Within a comparatively short time, there was an opening and I was made head of an important department.

Mary Ambitious.

Always Room at the Top

Of course this is an old adage, but it never loses its truthfulness. Your opportunity will come if you are ready to take it. Don't trust in luck or the help of others. Resolve to become competent to fill a business position.

Don't put off making a start. Don't wait for a more propitious time to begin. Make your start now. You will never regret your decision to enroll for a business course. Call or write for the necessary information and arrange to begin your studies just as soon as you can.

The first and last of a series of six newspaper ads, illustrating the use of the continued story idea. Nos. 2, 3, 4 and 5 describe the progress of Mary in getting her first position and advancing to higher places. Such advertising has the elements of human interest, continuity, good display and the economical use of a small space to recommend it.



community and it is generally true that the larger circulation, the lower the advertising rate per thousand. In selecting papers in cities outside the home of the school, the services of a reliable advertising agency should be utilized. These agencies have the fact regarding circulation, rates and other important details, and can furnish reliable information.

The question of copy, referred to in the third question, is a broad subject. In a general way the best copy is that which appeals to the personal interest of the reader. Young people are not especially interested in the "Announcement" of a business college. This is "I" advertising. They are, however, intensely in the themselves and "You" advertising, written from their own standpoint, is the line of least resistance. If the space is quite small, only one or two points should be featured in an ad, with a strong invitation to send for the school catalogue or other literature or special information. A newspaper ad has accomplished its work well if it influences a sufficient number of readers to call or write to the school. Scholarships are not usually sold direct from the newspaper publicity.

The desirability of illustrations is unquestioned among experienced advertisers. Pictures do attract attention, and the right picture in your ad will tell your story better and quicker than plain type. Recognizing the great place that photo engraving has in advertising, the American Photo Engravers' Association recently offered \$500 in cash prizes for the best slogan for the engravers to use in their own advertising. The first prize was awarded for the following slogan, "Your story in picture leaves nothing unsaid" and the second prize to "No ad complete without a picture." 15,375 slogans were submitted in the competition.

The same standard of excellence for the illustrations should govern as for the copy and other parts of a campaign, so that the picture may not only be appropriate in subject and design but well drawn. Photographic reproductions of school scenes and subjects, members of the faculty, student activities, etc., are also valuable, particularly in a catalogue. They make the book reflect strongly its policy and work upon the reader.

The plan of keying ads to check results is an excellent one that is, however, not generally followed by business colleges. By adding a department number or some other designation to the ad in each individual paper, the replies that come by mail can easily be sorted and credited to the paper bringing them. In the case of local papers or other with known advertising worth, the keying may often be dispensed with as unnecessary.

Many points regarding newspaper advertising are equally applicable to other mediums or forms of publicity because the medium simply carries the idea to the reader. The underlying principles of attracting attention, stimulating the interest and arousing action must be the same in all cases.

It requires ability of the highest type to make an advertising campaign return good profits on the investment. A real knowledge of the values of various things is essential; such things as copy, drawings, engraving, printing and publication space. With this knowledge that experience brings, the promotion of a profitable advertising campaign is lifted out of the ranks of guess work and luck and the result can be fairly well determined in advance. A given set of conditions, a well directed advertising force backed by an intelligent handling of the financial appropriation and the results can be made to pay good dividends on the investment.

The principles of successful advertising are being studied and better understood each year. The uncertainty is being removed and the mystery unveiled. No longer is it popular for business men to cry that "Advertising doesn't pay." Too many fortunes refute the statement. Many business colleges are living, successful examples of the fact that advertising does pay. They have become successful because they have been successfully advertised. And the same way is open to every school, whose head is willing to devote the necessary time and attention to the subject, backed up by the required outlay of money. This is the solution of the problem of making school advertising pay. Take it out of the hands of amateurs and turn it over to some one of recognized ability in that line. Results will quickly justify the wisdom of the procedure.

MARSHALL

(Continued from page 18)

ly. Hence it is that one may find tip-top fishing on a given riffle one day, and very dry sport the next. For gamyness and endurance as well as for fighting ingenuity, the steelhead is in Class A among game fishes. A half-hour fight with a good one is a red-letter experience for any angler, and unless he is wise to all the enemy's defense ruses, he is due to lose three out of four of all that he hooks.

Of all this was I fully apprised as I sent my spinner ricocheting over those swirling blue water on the morning in question. Humbly conscious that I was the rankest of novices, I doubted that I should so much as get a strike, much less show enough gumption to land a fish. I had not even been taught how to make a cast and could only trust to luck that I was doing it right. Once, twice, thrice, and then for perhaps a dozen times I sent the luring little whirligig far out into the seething stream, and still nothing happened. I felt glad that no one was watching me. Very likely the royal game fish themselves were laughing at my innocence as they sped their way up the river. Then came the shock. A shrill buzzing like an awakened rattler; a reel whirling like an airplane propeller; twenty or thirty yards of line leading off up stream as though attached to the tail of a comet, and the rest of my one hundred and fifty feet in a fair way to

follow. Having many times mentally rehearsed the procedure in such an emergency, I had enough presence of mind to shift the pressure button of the reel, and then swing my rod at right angles to the direction of the disappearing line. The heavy strain as it came taut made my heart fairly leap. Evidently I had hooked a whopper. Now, if I could only land him! Suddenly the line slackened, which meant that he was doubling back. That slack must be reeled up in a hurry, or there would be disaster when he made the next rush. This came quickly, and he almost caught me on a straight pull-away which I checked just in the nick of time. Then, for the first time, he broke water and shot his twenty or more inches of silver sheen clear up into the air, a performance rather unusual with a steelhead. The sight gave me a sinking at the heart. It simply couldn't be in the cards that I should actually bring to land that flash of elusive energy. He was not meat for a mere dub. But I continued to hold to him doggedly as he changed his tactics, and suddenly made a rush for the rocks across the river. Once there he would promptly foul the line and then, good night! Foiled in this maneuver, he again sent me to the reel, as he re-crossed the stream, and as though seeking a close-up of his antagonist, came floating up to within six feet of where I was standing, and with his beautiful spotted body almost breaking the surface of the water. Then he turned tail and was off again like a flash.

And thus the fight went on for at least a half hour. Mr. Salmo Rivularis always trying for a swift rush for the rocks, or to catch me napping for a straight run against a tight line. I wonder where he learned it all. At last, however, he began to show signs of grogginess, and in one of his incautious moments I worked him down into some shallows near the bank, and then with a swift pull, sent him trailing out upon the sand. He seemed to realize too late what had happened and struggled furiously, but I pounced upon him and bore him back to a place of safety.

What a surpassing fish he was as he lay glistening in the yellow morning sun! Talk about your gloating! Never before had such a gloat come my way. I would have wagered any immortal soul that the vanquished one would weigh not an ounce under fifteen pounds. (As a matter of cold arithmetic, if afterward transpired that he lowered the beam at just nine and a half.) In the rapture of it, I forgot that I had had no breakfast, I forgot that there were other fish in the stream spoiling for a fight; I even forgot that school must open at nine o'clock, and that should it fail to do so, and it came out that the teacher was away fishing, there might be the deuce and all to pay. I have enjoyed a number of personal successes in my time, in one way or another, but none of these will live in my memory along with that early morning triumph amid the silver blue waters of the old Klamath.



The Teaching of Office Methods

By JOHN C. EVANS

Lecturer on Office Management, New York University

Problem 2

OFFICE DEPARTMENTS AND THEIR FUNCTIONS

(This article was prepared by Miss Bertha M. Kleister, Secretary in the Legal Department of the Edison Co., Orange, N. J. Miss Kleister files Mr. Edison's private papers, and all the patent and legal papers of the Edison Company. She is a most efficient young woman.—J. C. Evans.)

1. Engineering Department

Devotes its time to experimental work with a view to improving the product which the company markets.

2. Production Department

Devotes its time to the production of the product, to obtain best quality at the lowest possible cost.

3. Sales Department

Devotes its time to the selling of the product and the chief functions are:

1. To control and direct the activities of the men in the field.
2. To compile office records showing the results of their efforts.
3. To reward special effort and also to train new salesmen.
4. To fill orders properly and as promptly as possible.

4. Sales Promotion Department

The function of the sales promotion department is to find the prospective customer and cultivate his good-will.

This department may not be suited to every class of business, because its activities so far have been confined to the sale of a specialized or technical product where the sales are made individually to dealers or consumers rather than en masse to jobbers and wholesalers.

5. Advertising Department

To advertise the goods in such an effective way that sales will increase enormously. The functions are:

1. Planning the campaign.
2. Laying out the appropriation.
3. Co-operating with other departments.
4. Producing the advertising.
5. Checking its production or delivery.
6. Keeping records of its cost and results.
7. Keeping stock of advertising supplies.
8. Carrying on its correspondence and follow-up work.

5. Traffic Department

The functions of the traffic department revolve around the orders taken by the sales department or issued by the purchasing department. In general the duties of the department may be concisely stated as follows:

1. To gather and maintain data files relative to shipping conditions which affect the business.
2. To secure the lowest rates and best service.

3. To prevent shipments being delayed in transit.

4. To verify and check all transportation expense bills.

5. To file all necessary shipping claims and look after adjustments.

7. Accounting Department

Many of the clerical employees in the modern office are doing work which directly or indirectly affects the accounting records, as much of the general office work is directly "tied up" with the routine of the accounting department. For instance, in many businesses duplicate copies of the invoices are made out in the billing department for use in the shipping and credit departments and for entry on the sales record and in the accounts receivable ledger. The work of the accounting department, so far as concerns the ledger entries, is still more closely related to that of the credit department. The work of the accounting department may be divided into two distinct phases:

1. The recording of the financial transactions of the business.
2. The preparation of comparative statements and reports for administrative purposes, and reports required by law.

8. Credit Department

The functions of a credit and collection department are to pass on demands for credit and to follow up the payments.

9. Purchasing and Stores Department

The work of the purchasing department is to get what is wanted, when wanted, and at the lowest possible price. The following features are necessary for the proper carrying on of the purchasing function:

1. A purchase order.
2. Inspection and count of goods before the bill is paid.
3. Ready answers to the questions:
 - a. Have the goods been ordered?
 - b. From whom ordered?
 - c. Price last paid when an order was given.
 - d. Have goods been received?
 - e. When were goods received?
 - f. Has bill been paid? When?
 - g. What amount of goods is carried during certain periods?

10. Stenographic Department

The chief function of the stenographic department is to turn out perfect letters, as a business impresses others with the "personal appearance" of its letters. To make the right impression a letter must be neat, symmetrically arranged, and letter-perfect.

Every effort should be made to get the mail out within reasonable time, as quick service means more business.

11. Filing Department

The functions of the filing department are:

1. Systematic care of records of all sorts of material not in active use.
2. Handling and keeping in order material with which the office is working, so that it may be produced immediately when called for, and to avoid any waste of time.
3. Collecting, arranging and analyzing of reference material; also, recalling papers from the various departments after they have been used; transferring and distributing material.
4. Modifying the system in details as may be found necessary, and discovering new ways of using the material in the filing index.

(Continued next month)

BEACON LIGHTS

(Continued from page 24)

As he left the shop, Mr. Duff took occasion to look at some of the specimens of the boy's "handwriting on the wall" and at once saw that it possessed merit. A few steps farther on he met the boy and said to him, "I have a writing school and as you are so fond of writing I want you to come around and write with me, and I will show you how." That boy was John D. Williams, and that evening he received his first writing lesson.

"John D.", as he was called, was born in Pittsburgh in 1829, and spent the first twenty years of his life there. He was frequently at Duff's College and early developed a beautiful style of writing. For a time, he was employed on some of the passenger boats plying between Pittsburgh and Cincinnati. A "manifest" which he had written was posted in the Chamber of Commerce in Cincinnati, and it attracted the attention of S. S. Packard who at that time, 1848-1850, was an instructor in Bartlett's Commercial College. Mr. Packard sought out the young penman, and thus began an association which was terminated only by the death of Williams more than twenty years later. Mr. Williams, in his early years, was engaged as instructor in writing in Duff's College. There was great rivalry between his school and one conducted by O. K. Chamberlin, who was an extensive and extravagant advertiser. Williams was compelled to put out thousands of specimens of writing to offset this advertising. The fight was to the death, and finally Chamberlin went out of business altogether.

He was one of the few great penmen who never took lessons of the elder Spicer, but he was an ardent exponent of the Spencerian style of writing. Mr. Packard said of him, "Before he touched pen to paper, he always knew what was to be the outcome of his work. There were no false motions." In 1867 appeared "Williams' & Packard's Gems," a most highly prized volume. This marvelous collection, together with a few of his large display specimens still in existence, constitute an enduring monument to his memory.



Beacon Lights of Penmanship

Some Notes on "A Century of Penmanship in America"

By HORACE G. HEALEY, A. M.
120 East 184th St., New York City

A. R. DUNTON

The second of the "Pioneers of Penmanship" was Alvin Robbins Dunton, who occupied a position in New England similar to that held by the elder Spencer in the Middle West. Mr. Dunton was born in Knox County, Maine, in 1813. In his early teens he had acquired such skill in writing that

"In all departments of the art, he was 'the greatest Roman of them all.' To be in his company, the best of penmen could afford to pay a handsome sum annually. Fault after fault would soon so haunt their pens that either the last convulsive throes of death would silence their crutch forever, or infuse a determination that nothing could surmount. He could hint at more subtleties and explain more secrets away off in the deep broad ocean of the art than a score, together, of most marines who have sailed upon its bosom."

During his declining years he made his home at Camden, Maine, where he passed away October 8, 1891, full of years and honor.

II. The Era of Promotion and Dissemination—1850 to 1870

Characterized by the publication of Penmanship texts, classification and analysis of principles and letters, and the use of display designs for advertising purposes.

Those most prominently identified with the work were the Spencer family—Platt R. Spencer and his five sons, Robert C., Platt R., Jr., Henry C., Harvey A., and Lyman P., S. S. Packard, E. Burnett, John D. Williams, H. W. Ellsworth, William H. Duff, Alexander Cowley, George F. Davis, W. P. Cooper, J. E. Soule, George H. Shattuck, James W. Lusk, Victor M. Rice, W. R. Glen, C. E. Cady, and M. D. L. Hayes. It was during this epoch that the professional writing teacher made his appearance, and it was truly a strenuous time. Competition was keen, advertising extravagant, and there was intense rivalry among the chief promoters.

To fully understand the situation as it prevailed at the beginning of this era, it will be necessary to speak of the general field of commercial education, of which the subject of Penmanship constituted a vital part.

In 1834, R. M. Bartlett established in Philadelphia the first exclusively commercial school in this country. In 1838, he founded another similar school in Cincinnati. These were quickly followed by the organization of other business schools in different sections, and among these were those founded by Peter Duff in Pittsburgh, and George M. Comer in Boston, Dixon & Crittenden in Philadelphia, Gundry & Bacon in Cincinnati, E. G. Folsom in Cleveland, George Soule in New Orleans, and G. W. Eastman in Rochester.

In 1853 there was established in Cleveland, Ohio, the first of the schools which were afterward to be famous in the history of commercial education in America, the "Bryant & Stratton International Chain of Business Colleges." The "Chain" extended from Portland, Maine, to St. Paul, Minnesota, and

from Canada to St. Louis. In 1865 forty-five highly successful schools were under the control of this organization. In the following year, after the death of Mr. Stratton, the organization began to disintegrate, and by 1870 most of the schools had passed into the control of the resident managers, who, in many cases, were partners of the parent organization. While other business schools had been established during this period, the "Bryant and Stratton Chain" dominated the field.

As ability to write a good "hand" was pre-requisite to completing a course in bookkeeping, penmanship had a prominent place in the subjects offered for study. Usually the manager of the school was an excellent penman and the chief teacher of Penmanship.

I have referred to the keen rivalry and unreasonable jealousy which existed between schools. This unfortunate condition frequently resulted in forcing a weak school to close its doors.

An incident of this nature will serve as an introduction to a sketch of one who is generally considered not only to have been the greatest off-hand flourisher of his day but the most gifted artist in the preparation of large display designs—



John D. Williams

William H. Duff, son of Peter Duff, founder of Duff College in Pittsburgh, in 1840, relates that on one occasion his father went to a tailor to be measured for a suit of clothes, when suddenly the tailor took up his yard stick and dealt several resounding whacks upon the back of a boy who had just appeared from around the corner. The youngster went off, rubbing his back, and Mr. Duff asked "What did you do that for?" "Oh," said the tailor, "that scamp has used up nearly all my French chalk writing and drawing all over my fences and front door step; and if he can't get any of my chalk he will take a piece of charcoal and mark up every smooth surface he can find. I am not going to have him around here if I can keep him away."

(Continued on page 23)



he was engaged by his teachers to set copies for the other pupils in the schools he attended. His style was a compromise of the Old English Round-hand and the angular system of Carstairs. It possessed neither the labored exactness of the one, nor the speed and consequent illegibility of the other.

In 1855, at the age of twenty-two, he launched forth upon his career as an itinerant writing teacher, his travels taking him through most of the New England states, and many of the Middle and Southern as well. He soon abandoned the customary method of individual instruction, and adopted what he termed "Concert Drills." This, so far as is known, was the first attempt at group instruction. He insisted upon uniform posture, movement, and the use of similar writing materials.

His first published work appeared in 1843. It consisted of a series of copies designed for four books, two for the use of ladies, and two for gentlemen. In later years there appeared an elaborate set of copy books published by Payson, Dunton and Scribner, of Boston. This system enjoyed wide popularity.

As a pen artist, Mr. Dunton attained high rank. He was exceptionally skillful in reproducing portraits and floral designs. Some of his memorial pieces elicited the commendation of artistic critics. George M. Nicol, a well-known penman of his day, and who was a pupil of Dunton, said of him:



AMBITION TALKS

By Harlan Eugene Read

President Brown's Business Colleges of Illinois



DON'T BE ASHAMED OF YOUR STARTING POINT

It is pathetic to see a rich old man in a boiled collar trying to make the blue-blood crowd forget that he got his money by making soap.* Such things happen seldom, but when they do, the successful man becomes ridiculous.

General Grant's relatives tried a long time to persuade the public that the great warrior was not stupid as a boy; and Paganini, the famous violinist, encouraged the belief that he had a witchery from the devil, when he knew that what made him a genius was hard work.* The first interview granted by the recently great often evolves the pleasant fiction that there was some sudden inspiration or flash of genius about the matter, though the candidate for a statue knows he is lying at the time.** Real greatness comes by slow degrees.

It is only after first honors wear off that the successful man becomes great enough to admit that the whole thing was the result of hard work plus courage.*

Making soap is a nobler way to live than loafing in Newport or Miami; and the friends who try to believe that General Grant was a bright boy rob him of his greatest glory as the world's most wonderful example of the power of determination in a boy who was dull.

Paganini may have become thin by

natural inclination, but the monks in the mountains said that it was from excessive exercises at drawing the tail of a horse across the duodenum of a cat.

The mad effort to deceive the public as to the real cause of their success is the chief blot upon the character of many of the world's greatest men, and is the source of much discouragement to the struggling.* The hickory shirt, the calloused hand, the pine-knot torch for students, lack the charm they should have because we want to believe that no good can come from Nazareth, and the poor boy who has become famous often believes in giving us what we want.

But truth will endure, and hard work continues to do business at the old stand

The man who first said, "Inspiration is perspiration," did a good day's work. He opened the door of hope to many a struggler who has to begin by making soap or carrying bundles. Wana-maker's push-cart and Lincoln's axe are divine things; and a measure of the greatness of these men was their pride in the day of small things

Don't be ashamed of the work that is giving you your start. The thing you need to think about is **the direction you are moving.** It is better to begin with mud on your shoes and become successful than to claim a duke for a great grandfather and end no better than a duke.

WHAT WOULD THEY HAVE THOUGHT OF BROADWAY?

The following were some of the arguments printed in a New England paper in 1816 against gas illumination of city streets:

(1) A theological objection. Artificial illumination is an attempt to interfere with the divine plan of the world which had pre-ordained that it should be dark during the night-time.

(2) A medical objection. Lighted streets will incline people to remain late out of doors, thus leading to increase of ailments by colds.

(3) A moral objection. The fear of darkness will vanish and drunkenness and depravity increase.

(4) Police objection. Horses will be frightened and thieves emboldened.

(5) Objection from the people. If streets are illuminated every night, festive occasions will be robbed of their charm.

WHAT IS THE PENMANSHIP TEACHER?

First of all, of course, he is a penman, but besides this he should be a psychologist, and a pedagogue, skilled in

English and elocution, with a knowledge of history and science, and a strong personality.

Probably every great teacher of penmanship has had the first and the last of these qualifications, but the present demand is for well educated teachers, as well as skilled penmen.

If you find yourself getting a smaller salary and doing a less important work than you feel that you should be doing, you should look to your qualifications. Possibly you are not meeting the demands of the present.

ANOTHER PIONEER CALLED

Again our ranks have been invaded. One of our most capable, most earnest teachers, Mrs. C. A. Faust, wife of C. A. Faust, author and publisher, and treasurer of the National Commercial Teachers' Federation almost continuously since its organization in 1895, has been called to her reward. January 1st, last, the day after her return from the St. Louis meeting, she sustained a slight paralytic stroke which affected her throat, but the trouble yielded readily to treatment and she was soon

able to resume teaching. On Saturday, June 17th, she suffered another stroke and passed away the following day, June 18th. Interment was made at Atglen, Pa., where she was born and reared.

Mrs. Faust will be remembered by all who have attended the conventions of the Federation, as she has been a regular attendant and was the first presiding officer of the National Shorthand Teachers' Association, one of the five sections of the Federation prior to its reorganization a few years since.

She began her career as a teacher at the age of fifteen, dividing her time for several years following between teaching and adding to her educational



MRS. C. A. FAUST

preparation. While visiting friends at Jacksonville, Ill., some thirty-five years since, she became interested in preparing for work as a teacher of shorthand and entered the original school of the Brown chain of schools, owned and operated by the late G. W. Brown. She taught for Mr. Brown in his schools at Jacksonville, Peoria and Galesburg, Ill., with which schools Mr. Faust was connected as a teacher, and after their marriage they came to Chicago, where both were engaged in school work for a number of years.

For the past sixteen years Mrs. Faust has been a teacher in the Northwestern Business College of Chicago, where she was regarded as "one of the family." Her thorough knowledge of shorthand, coupled with her intense desire to thoroughly ground her pupils in the subject, has won for her the everlasting gratitude of every pupil who had the good fortune to come under her instruction. She is sorely missed by all her associates, and to the husband who has been deprived of her companionship and dependable counsel in his home and business, her loss is irreparable.

"With malice toward none, with charity for all" was truly exemplified in her daily life.
J. F. Fish.



A Little of Everything

By CHARLES T. CRAGIN
Holyoke, Mass.

An American Live Wire

"I don't like to have you leave school so young, George," said the mild-eyed insurance official to his son of fifteen. "You ought to go at least through high school and I believe it will be possible to send you to college."



"Father, it isn't any use to send me to college or to high school, either. I got through grammar school. I'm good at figures and I understand English well enough to write a decent letter. I want to earn money and I have a chance to take a job right now."

"Where, for goodness sake, can you get a job now, fifteen and rather small at that?"

"I can get a job in the Hamilton Brothers Commission House down here on Water Street, right now, and they will pay me \$25.00 a month."

"Yes, but my boy, \$25 a month isn't very big pay in a city like Chicago."

"Yes, I know. Dad, but they all had to start and they didn't get big salaries when they began. Old Johnny Rockefeller, himself, started at \$3.00 a week and Marshall Field didn't get much more. You bet I won't stop at \$25.00 a month, but I have got to get the experience and you can't get experience if you don't start."

And so it came that young George Perkins, son of a minor officer of the New York Insurance Co., teased permission out of his father, not a very forceful man, to give up school and go to work with the condition attached that he should attend a night school of one of the big Chicago Business Colleges.

Twenty-five dollars a month is not, it is true, a very large salary, but young George was a natural born

salesman. There are such things as natural born salesmen. I've seen men who could sell palm leaf fans in Greenland and fur coats in Panama, and I've known other men that couldn't sell gold dollars at twenty-five cents apiece, or ice water in the great desert of Sahara; but of one thing you may be perfectly sure, a natural born salesman will not work for \$25 a month for a great while, and young George Perkins didn't. His salary jumped; but he had been studying the statistics of the great company which employed his father and paid him a salary of perhaps \$2000 a year. This boy had a fine head for figures, fine head for anything when you look at it as many of you have perhaps, for his picture often adorned the newspapers only a few years ago. A handsome man, fine smiling mouth, large dark eyes, broad forehead. That was the man, and the boy is the father to the man. Anyway, it wasn't long until he urged his father to make a place for him in the force of the great New York Life Insurance Co., and he became his father's office boy with the understanding that he would get no favors and that promotion would depend entirely on merit. Mr. Perkins, Senior, a man of very moderate capacity, had no idea that in his family dove cote he had hatched an eagle. Such things do happen, and this boy at once began to study the field of operations with a vision far broader than that of many an older man, and before long the Company sent him to Cleveland.

After office hours the youth sold insurance to men with whom he became acquainted in the course of business and social life, for he was a good mixer. He had gone to Cleveland as cashier. In a very short time he was promoted to agent in the Cleveland office, and he showed them a thing or two about selling insurance. Then he went to

Denver as a base of operation, but in two years he became agency director there; then inspector of agencies with a dozen states under his management and he was still hardly more than a boy. It takes youth to engineer bold operations, you know. When a desperate enterprise is to be carried out in war, then don't send veteran soldiers. Those old veterans know that lead hurts and that bayonets tear your clothes, and they are not at all in a hurry to run up against either bullets or bayonets, but young fellows just out of school full of the fire of life and knowing little of its pain will take a chance that old veterans wouldn't look at, and young Perkins began to introduce things unheard of in the insurance business. One of the most important was the publishing of a paper for his agents called "The Bulletin." Three pages contained information about life insurance in general and the fourth page a message straight from his heart and hand and brain. At thirty this young fellow from the west was cutting such a figure in the affairs of the New York Life, that John A. McCall, its president, brought him to New York as third vice-president at \$25,000 a year. Quite a jump from \$25 a month at fifteen.

In less than a year he was on the board of trustees and in two or three years more he was made Second Vice-President at thirty-five thousand dollars and in three years was First Vice President. Perkins revolutionized the New York Life business. Up to his coming, the great company did business through general agents in different states and these general agents hired their own special agents. Perkins abolished the general agencies and made ten thousand special agents direct workers with the central office of the great company. The plan was so immensely successful in inspiring enthusiasm among the agents that all the companies fell in line and followed the leader and then—just on the way to a \$75,000 a year position, the young man changed his line of work.

It happened this way: Twenty-five years ago I taught in a military school at Ossining, New York. Sing Sing it

(Continued on 2nd following page)



Some of the Zaner Method Certificate winners, last year, at the Flagstaff Junior High School, Flagstaff, Arizona. J. Q. THOMAS, City Supt. of Schools, first man at right—second row. R. F. EBERHART, Teacher of Penmanship, first man at left—second row. MRS. B. S. KENNEDY, Principal, third from right—second row.



LEARNING TO DICTATE

A Series of Lessons in Dictating Business Letters, for Men and Women who Expect to be Important Enough to Have a Stenographer

Instructions from a series of "Better Letter Bulletins"
Published by Thos. A. Edison, Inc. Exercises by the Editor

PUT YOURSELF IN THE OTHER MAN'S PLACE

By Edward Hall Gardner, Professor,
University of Wisconsin. Author
of "Effective Business Letters"

(By permission of Thos. A. Edison, Inc.,
Orange, N. J.)

One day a great Chicago house selling farm machinery received a letter from a customer out in Montana who had ordered a reaper from the factory.

Two or three little parts, he said, were missing and until they were supplied the reaper was useless to him. He needed they right away; would they please duplicate at once?

The smart young man who answered that letter saw that the "parts" were simply bolts and one thing or another that could be purchased anywhere. He was not unwilling to write such a letter as would allow the customer to see the extreme unwisdom of his complaint. So he wrote:

"Your favor of the 14th inst. duly to hand and would suggest if you duplicate the missing parts at the nearest hardware store we will allow you to deduct the amount, 54c from your remittance. Trusting this will be satisfactory, we are Yours truly."

When the man in Montana replied to that letter, his language was so vigorous that the case was referred to the department head. Then that official summoned the smart young man, who learned that—

The "nearest hardware store" was seventy miles away from that Montana ranch. The tank station where the rancher got his mail was only five miles distance. It was in consequence emphatically and profanely easier to get those parts by mail from Chicago than to send a mounted messenger through the hills—with the chance of not finding what he wanted when he got there. Every day's delay meant a heavy loss. "Now will you send those parts?"

There was born in the mind of the smart young man a vision of a country where reapers were drawn by horses through fields of standing grain, not merely pushed from a box-car to a warehouse and back again; of wide and lonely plains where a house and water tank sat down beside two shining threads of steel and waited for the one train a day each way; and where the

nearest hardware store was not located right around the corner. He saw that he had always thought of farm machinery as something to write letters about. He had not thought of it as the tools with which hard-working men conquered the stubborn soil and made it yield bread. This was for him the beginning of wisdom.

And the head of the department caused to be made a mimeographed bulletin, and spread it abroad that all the employes of that house might read, and consider, and learn the second great lesson of salesmanship, which is **PUT YOURSELF IN THE OTHER MAN'S PLACE.**



S. Ada Rice is now a teacher in one of the Philadelphia, Pennsylvania, High Schools. For the last two years she has been an instructor in the Commercial Teacher Training Department of the Indiana, Pennsylvania State Normal School.

Her training was received at Temple University, Philadelphia, where she completed the Normal Commercial and Shorthand Course in 1912. Since that time she has taken a year each of English, German, Commercial Law and Accounting.

At Temple University her work in penmanship was under F. A. Ashley. In the summer of 1915 she took work at Rochester Business Institute under E. C. Mills, and in the summer of 1921 at Simmons College, Boston. She has taught in the high schools in Haddonfield, New Jersey, and Providence, Rhode Island, and in the Business Department of Temple University, Philadelphia. During the war she was a member of the Naval Reserve Force and was stationed a year in Washington.

The results of her work in Indiana were manifest in 52 Zaner Method Certificates received last school year, a record which has not been surpassed so far as we know by any other Normal School.

Letters to Write

A letter comes from Chicago, asking for the latest fashion in neckwear for men. Send a catalog, and write a letter which shall secure an order for a particular tie.

Answer a similar letter from a customer in New Cumberland, Ohio (population about 200).

A letter evidently from a young lad, complains of the working of his typewriter. "It goes all right at the start of the line, but when it gets down toward the end it won't go any more." You suppose that the spring needs to be wound up so as to increase the tension.

A customer of a mail order house writes as follows: "The goods I ordered from you eleven days ago just came today. It seems to take a long time to hear from you any more. And the things I wanted most of all, you forgo to send. That was a thermometer, so we could see how cold it is. The cold weather will soon be over. You make enough money without stealing the seventy-five cents I sent you for the thermometer. May be one of your clerks took it. Send it to me right away."

REWRITE this letter, trying to put yourself in the place of the mail order correspondent who will get the letter.

Then answer the complaint

CONTEST No. 16

In each article of the series entitled "Learning to Dictate" there are suggestions for certain letters to be written. For the best letters submitted for the lessons in the September, October, November and December issues.

Prepare your lessons as each number of the BUSINESS EDUCATOR appears. Revise them as often as you see a place for improvement, and send them to the editor in one package about December 10.

First Prize, a two-years' subscription to the BUSINESS EDUCATOR.

Second Prize, a one-year subscription to the BUSINESS EDUCATOR.

CONTEST No. 17

Do you believe that young men and young women should be able to dictate letters? If you do, write a letter urging them to learn. This contest is open to any student in a business college or high school.

First Prize, a two-years' subscription to the BUSINESS EDUCATOR.

Second Prize, a one-year subscription to the BUSINESS EDUCATOR.

CONTEST No. 18

Teachers may compete also. Write a letter urging students in business colleges and high schools to learn to dictate.

First Prize, a two-years' subscription to the BUSINESS EDUCATOR.

Second Prize, a one-year subscription to the BUSINESS EDUCATOR.

CONTEST No. 19

Best letter from a teacher or student showing the advantages of a command of clear, pleasing, forceful English in speaking and writing.

First Prize, a two-years' subscription to the BUSINESS EDUCATOR.

Second Prize, a one-year subscription to the BUSINESS EDUCATOR.

Send papers to the Editor by December 20.
(See page 9)

Every student of business should have faith enough in himself to believe that he will soon need to dictate letters; and with this faith, he should have the foresight to want the training that will make his first efforts at dictation fluent and easy.

If your school doesn't have enough confidence in your ability to think it worth while to train you to dictate, have confidence in yourself, and prepare for the position that you feel sure will one day be yours. The best way to get a good position is to prepare for it.

20th Century Bookkeeping^{AND} Accounting

CRAGIN

(Continued from 21 preceding page)
used to be, but the residents didn't like to have it said that they lived in Sing Sing where a good many rather undesirable citizens were boarding in a great stone hotel, conducted by the state of New York for the benefit of guests who couldn't be entrusted with a night key. Well, every night about six o'clock there came a thunderous roll like the roar of distant cannon. Boom! boom! boom! it went for fifteen or twenty minutes and over across the broad river where the palisades, giant cliffs of sand stone, rose two hundred feet straight up from the water to the cliffs of Jersey, great clouds of black smoke would break out at the bottom of these cliffs and the echo would die away as the sun went down. Contractors for the making of macadam were tearing these cliffs to pieces with dynamite, loading the shattered rock on scows and sending it to the stone crushers at various points on the river.

As rapidly as possible, they were destroying that great natural curiosity, the Palisades, a wall of rock extending from the Storm King at Newburgh almost into New York City.

Then Theodore Roosevelt was chosen Governor, and several determined men and women who loved natural beauty too well to see it destroyed for the mere love of money organized the Palisades Interstate Park Commission. Gov. Roosevelt called Mr. Perkins on the telephone and said:

"I've appointed you president of the Palisades Commission."

"Why, Governor," said Mr. Perkins, "I don't know that I can take it, I am so busy with other things."

"I didn't ask you whether you could

take it," said Roosevelt. "I told you I've appointed you president of the Palisades Park Commission."

"All right, Governor," said Mr. Perkins.

The legislature had appropriated only \$10,000 for it, with the idea that that sum would about pay the office expenses. But when the commissioners met, this "Napoleon of Insurance Men" had a different idea. "Each man's hat should be his office, and when we need to meet we can use my room." He proposed that the \$10,000 should be used to acquire an option on the Quarry Company that was doing the most damage to the Palisades.

He went to this company and they said that for \$135,000 they would stop the work of destruction. Perkins accepted the proposal, paid \$10,000 down and went out to get the other \$125,000. The first man he went to was J. P. Morgan, the banker and owner of the magnificent ocean going yacht, the Corsair. People who didn't like Mr. Morgan said the yacht was well named and that old Henry Morgan, the pirate of Panama, wasn't any more of a corsair than the vestryman, J. Pierpont, who every Sunday passed the plate at St. Georges where Dr. Rainsford preached salvation to sinners of whom quite a number could be found in the fashionable audience that went there. Perkins knew Morgan was interested in public affairs and he suggested a contribution on his part and rather expected to get \$25,000. Morgan was rather a surprising sort of person; sometimes he wouldn't do a thing and again he would, and after hearing what Perkins had to say he said, "I will put up the whole sum, \$125,000, on one condition, that you do me a favor." "Why,

I'll be glad to do you any favor; but I can't imagine any favor I could do you," said Perkins. "Well, you can," said Mr. Morgan. "You can take that desk right next to mine and be a partner of mine."

Perkins refused. He felt under too much obligation to the great insurance company of which he was now Vice-President and practically General in Chief. But a year later he succeeded in getting from Germany and Switzerland the privilege of selling insurance in those countries which no company had thus far been able to get, and Morgan insisted that he must have him for he was opening up banking contracts with the great nations of the world. The unassuming banking house on Broad St. was already handling the foreign exchanges of England, France and Germany, and finally Perkins came down as a partner at a salary probably double what he had been getting of the New York Life, and that is said to have been \$75,000. For ten years he was the active driving partner of J. P. Morgan & Co., and then at less than 50 he retired from business to devote himself, he announced, to the furtherance of profit sharing and other benefit plans of public and semi-public nature.

Mr. Perkins had accumulated a large fortune before he retired from the firm of J. P. Morgan & Co. He had two great hobbies. One was his first love, the Palisades Park, extending on the west side of the Hudson River as far north as Bear Mountain opposite Peekskill. The mountain gets its name from the fact that its outline resembles the form of a crouching bear of giant proportions. The widow of the late E. H. Harriman, at the time of his



Here are 51 Certificate winners from INDIANA STATE NORMAL SCHOOL, Indiana, Pennsylvania, G. G. Hill, Director of Commercial Teacher Training Department, S. Ada Rice, teacher of penmanship. Eleven more pupils in this school hold Zaner Method Certificates, but were not present when this picture was taken.



death one of the richest of America's millionaires, gave a very large tract of land to this park, and it is now one of the great parks of the United States. His other hobby was profit sharing, and he had long since decided that the only way to keep down the growing antagonism between labor and capital was to make them partners by giving to labor a share of the profits.

It would not be necessary to prove to anybody living in Holyoke, my own city, that this is an ideal plan. The greatest manufacturing establishments in this city, The Farr Alpaca Co., employing thousands of the best paid textile workers in the world gives these workers in addition to their wages the same rate percent of profit that the stockholders of the company get. This has been 8% of their yearly wage earnings for several years past. There is never any sign of labor trouble with the Farr people and the same is true of the great Skinner Silk Mills and several others establishments of this city that have followed the same line, recognizing that workers are something more than machines.

The profit sharing plan of the United States Steel Company, and the International Harvester Company, both originated in the brain of this retired business man.

Mr. Perkins had nothing to do with politics except to vote the republican ticket until 1912. Then his admiration for the late Theodore Roosevelt brought him actively into the big game and he became the largest money contributor to the Bull Moose war-chest, and became Roosevelt's most intimate friend and adviser in the campaign which simply resulted in making Mr. Wilson president of the United States, but four years later Perkins was back in first-class standing in the Republican party and with his accustomed energy working for the election of Mr. Hughes. Then the World War enlisted the tireless energy of Mr. Perkins, and he carried pretty much the entire management of the Y. M. C. A. department on his shoulders and was chairman of Mayor Mitchell's food supply company and of his food gardens committee. He set pretty much all America to plowing up flower gardens and planting potatoes. And when potatoes went up to \$4.00 a bushel, he made a campaign for rice, which set everybody to eating that nourishing grain food of the east, and showed us how cheaply the Chinese and the Japs could live and still do business.

He brought rice to New York by the train load from Seattle and San Francisco. He dealt in fish and bought a train load on the Pacific coast by long distance telephone to get it over here in time to relieve the food shortage in New York, and he bought up a whole Gloucester Fish Company.

When the United States jumped into the war with both feet in 1917, Perkins threw his entire energy into the work of the Y. His son, who had just graduated from Princeton, went to the war and his son-in-law, the young husband of his daughter, also saw active service,

while Mrs. Perkins and Mrs. Freeman, his daughter, did Red Cross work and made the family record 100% with everybody in the service. You will readily see that the retirement from active business plan of Mr. Perkins was not an unqualified success. He had retired at about fifty, with an ample fortune and a fixed intention of devoting the remainder of his life, which he had good reason to hope would be twenty or thirty years, to leisurely, kindly efforts to bring about a better feeling between labor and capital and to develop the rare beauty spot west of the Hudson River. The events following swiftly on the assassination of the Archduke Frederick at Sarajevo, upset the plans of mice and men everywhere, stood the world on its head, as one might say, and played the deuce with many a life of contemplated leisure. The ex-insurance man and ex-banker became one of the liveliest wires in all the great network of the war activities until the close of the 1918 campaign, when the last gun was fired. Before the Armistice Day, this man was a central figure in the tremendous activities of the United States. He was everywhere in evidence, and especially in the relief work of the Red Cross and the Y. M. C. A. It is no wonder that something broke under the tremendous pressure. You can't burn the candle at both ends and in the middle too and have it last, especially if you have reached the age of fifty. Youth is resilient and recovers readily from enormous mental and physical strains but Harriman, whose day was divided up into ten minute sections, died under the strain. Roosevelt, human dynamo, always running at high pressure, died a year after Perkins, his devoted admirer; and the brain of this man gave out under the strain. They took him to a sanitarium but the damage was too vital, and he died from overwork, a

victim of the war as much as the unknown soldier who sleeps at Arlington or the ex-president, who probably got his death blow from the same tremendous mental strain that carried this man to his grave at fifty-eight.

I don't know that I would hold up the subject of this little sketch as a model for young men and women to follow. None of these super-men and super-women are perfect models, but I do wish that the young men and women who come to me had in them more of the fire and energy and ambition and large vision of life that made this man stand out as one of the great Americans this age has produced.

What makes me almost sick at heart sometimes, and what has made my hair gray while still a mere youth, has been the failure of young men and women to make the effort to rise to the opportunity which lies before them. The sole ambition of very many seems to be to get a job, and after you get a job, do as little work as possible for as much as possible. This young fellow started at \$25 a month. That is about what young men and women have been starting for until the recent spark of sky high prices set in. He never would have risen above the hundred dollar mark if he had been one of the "just get a job" kind. In this year 1922 the world lies before most of the readers of this magazine. May they have eyes and brain to vision its vast opportunity and rise to the occasion.

GOOD PENMANSHIP IS IN DEMAND

Here and there, in this broad land. You'll find a boy, who cannot stand Where he would like, because his hand Has not been schooled, nor writing planned

To answer to this grand command—"Good business writing we demand."
—Edna T. Burns.



A STUDIO ON WHEELS

Norman Tower, Denver, Colo., is seen in this snap-shot doing a piece of engraving in his automobile. He has equipped his machine so that his work may be done anywhere his automobile may stop. Specimens of Mr. Tower's engraving have appeared in The Business Educator several times. He is doing splendid work.



DIPLOMA LETTERING

S. E. Leslie

There is probably no skill so quickly developed by the penman or that pays better than the ability to letter or write names in diplomas, certificates, etc. In every locality there is a demand for some one who can put names in diplomas, lodge certificates, promotion certificates, stock certificates, marriage certificates, greeting cards, etc. In the smaller localities there may not be sufficient of this type of work to require the full time of an engrosser, but the demand will be great enough to add considerably to the income of the individual who can do the work. It is not unusual for the teacher of writing to add as much as \$500 a year to his income from this source alone. The work is pleasant. It may be done at home during spare time.

In order to meet the demand for this work, it is not necessary that the penman be highly skilled in a large variety of styles. Two or three may be sufficient to meet local needs. If, however, one is in love with the art and has a proper sense of the fitness of things, he will always endeavor to use the style that best fits the diploma. In doing this he satisfies not only his own judgment, but gains the confidence of his patrons. It is wise, therefore, to have at one's command as many styles as may be needed to meet any demand.

This series of articles is not planned to supply complete copies of alphabets for practice. It is assumed that those who follow the course will have some skill in lettering. The aim will be rather to give helpful suggestions on appropriateness of style, spacing, proportion, ruling, preparing parchment, prices, speed, advertising for work, etc.

Dates are usually written on diplomas in roundhand script. This style is also often used for the name when a rapid, inexpensive yet beautiful style is desired. It would be well for those who do not possess skill in this style to begin practice on Mr. Lupfer's lessons begun in the September B. E.

EDWARD C. MILLS, SCRIPT SPECIALIST

Drawer 982, Rochester, N. Y.

The finest script for engraving purposes, suitable for Bookkeeping Illustrations, etc.
Mills' Perfection Pen No. 1, a pen for fine business writing, 1 gross by mail, \$25; Mills Business Writer No. 3, the best for strong business writing, 1 gross by mail, \$1.25.
Students at Penmanship and Penmanship Supervisors should attend the Mills Summer School of Penmanship at the Rochester Business Institute during the month of July. Information upon request.

FOR SALE

35 Plates, 1 1/2 x 7 inches, with original copies by H. B. Lehman, St. Louis. Movement, letter drills, words, capitals, figures, commercial characters, etc. Good order. Price \$25.00. Address

J. H. Bachtenkircher, Lafayette, Ind.

WILL BUY BUSINESS COLLEGE

PREFER Ohio or Pennsylvania city of 40,000 or more. Send full particulars in first letter. Will invest \$5,000 cash. Address Box 5000, care Business Educator, Columbus, O.

FOR EXCHANGE

SPLENDID all-round, money-making farm, on car line, near Washington, D. C. Contains eighty acres, twelve buildings. Asking fifteen thousand. Owner will trade for a Business College. What have you? Address FARM OWNER, 825 21st Street, N. W., Washington, D. C.

GENUINE SEAL AND SEAL GRAIN COVERS

	Gen. Seal	Seal Grain
Flexible, size 7 1/2 x 10 in.	\$6.00	\$5.00
Padded, size 6 1/2 x 8 1/2 in.	5.50	4.50

Real Gold, . per tablet, \$3.25
In lots of 3 tablets, each 2.90

We engross and illuminate Resolutions and Testimonials for Penmen and Artists throughout the country in the latest and best forms, enabling them to make a profit on our work.

B. C. Kassell Company

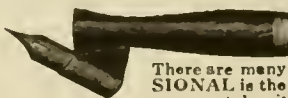
Engrossers, Engravers, Lithographers
105 North Clark Street
Chicago, Illinois

ADVERTISING A BUSINESS COLLEGE

After you read this article by our general manager, Harry M. Basford, in this issue, write us about your own advertising. We can furnish everything you need to make your advertising pay—Copy, Drawings, Cuts, Printing, Syndicate Folders, Mailing Cards.

National Advertising Service Co.

School Advertising Specialists
1424 Lawrence St. Denver, Colo.



There are many penholders on the market; but the MAGNUSON PROFESSIONAL is the only penholder that has won its reputation on its own merit for ornamental writing. The thin stem which is so desirable cannot be made successfully with an automatic lathe, therefore they are HAND MADE of selected rosewood. (Look for the brand.) The A. "Magnuson Professional" hand turned holders are adjusted especially for penmanship. 8 inch plain, each 35c; 8 inch inlaid, 75c; 12 inch plain, 75c; 12 inch inlaid, \$1.35.

A. MAGNUSON, 208 N. 5th STREET, QUINCY, ILL.

ELLIOTT SHIELD

A Keyboard Cover for teaching Touch Typewriting. 35c each, postpaid.

A. E. ELLIOTT, Box 579, Cincinnati, Ohio

BROWN'S HOME STUDY SCHOOL



TEACHES YOU AT HOME

Is your present employment satisfactory?
Does it offer the right future?

If not, learn Bookkeeping, Salesmanship, or Shorthand at home, as hundreds of others have done who could not attend College. The work can be done so satisfactorily and our plan of payment is so reasonable that a course is within reach of all. Tuition may be sent in monthly installments, if desired. REMEMBER THAT WE SECURE

POSITIONS FOR OUR GRADUATES

You need have no fears about a good position as soon as you finish and are prepared. Our Home Study School is located in Peoria, Ill., the center of Brown's System of twenty-nine Colleges. Write today for FREE Home Study Book of terms and all particulars. Mention course that interests you most and address plainly HORACE SAFFORD, MGR.

BROWN'S HOME STUDY SCHOOL
PEORIA, ILLINOIS

B. C. S. DEGREE HOME STUDY OTHER COURSES

including Accounting, Law (LL.B.), Spanish, Salesmanship, High School, Normal, Pen Art (M. Pen.), Resident and Extension.

—WRITE TODAY—

Peoples College, Box 534, Ft. Scott, Kansas

WANTED

PROGRESSIVE teachers (men and women) to open schools to feature Evans Speed Shorthand. Established schools would do well to adopt it. This is a new evolutionary (not revolutionary) system, simple, brief, logical and complete, based on a complete alphabet—no substitution of characters. Other unique and original features. Can be learned in six weeks. Has greater reading power than any other standard system. Used in manuscript long enough to be thoroughly tested. Author, John C. Evans, Lecturer on Office Management, New York University. Address

JOHN C. EVANS,

122 Princeton Road Elizabethtown, New Jersey



For Business Colleges and Public Schools

Catalog and Samples Free.

We specialize in Made-to-order Diplomas

Resolutions Engrossed
Diplomas Neatly Filled

Art Calendars and Advertising Novelties,
Attractive Lines

Best Quality—Reliable Service

Engrossers **HOWARD & BROWN** Printers

Rockland, Maine

INDIANA STATE TEACHERS' ASSOCIATION Commercial Teachers' Section Athenaeum

Thursday, October 19, 10:00 A. M.
"The High School Secretarial Course"—Mr. Charles G. Reigner, Baltimore, Md.
"Standardization of Commercial Subjects—Its Purpose"—Professor C. M. Yoder, Director of Commercial Courses, Whitewater, Wisconsin, State Normal.
A Demonstration of Shorthand Writing—Mr. Charles Lee Swem, Chicago, Illinois.
Noon

Luncheon—Athenaeum.
Address—Mr. J. A. Van Osdol, General Attorney, Union Traction Company, Anderson.

Thursday, October 19, 2:00 P. M.
"Some Experiences as Personal Secretary and Official Reporter to the President of the United States"—Mr. Charles Lee Swem, Managing Editor, The Gregg Writer, Chicago (Personal Secretary to Ex-President Wilson during his two terms).
Report of Committees.

Officers
President.....M. E. Studebaker, Muncie
Vice-President.....M. W. Grinnell, Evansville
Secretary.....Zola Beasley, Indianapolis

John E. Gill, Vice-President of Rider College, Trenton, New Jersey, a former member of the New Jersey Assembly, was the choice of a committee of Republicans for State Senator from Mercer County. These friends of Mr. Gill circulated a petition to place his name on the ticket and secured 1600 signers. The Trenton Times' commenting editorial on this says, "It is unusual hereabouts for an office to seek the man. That former service men, farmers, business men, laborers and professional men were so willing to sign the Gill petitions is an indication that they desire to obtain the benefit of the former Assemblyman's experience in the Legislature, as well as to how their appreciation for his past work, not only as an office holder, but also as a public-spirited citizen who makes community interests his own."

BARNETT-LESLIE CO.

PENMEN AND ENGROSSERS

Care Spencerian School, Cleveland, O.

We will prepare a correspondence course in any branch to suit individual needs at moderate cost. BUSINESS COLLEGES, act as our agents for Engraving, Liberal Commission. Work guaranteed to please.

QUIT TOBACCO

Tobacco causes nervousness, headaches, indigestion, dyspepsia, heart disorders, cancer and other ills. Resolve to quit now. Save money; be healthier; live longer. Tobacco Conqueror Tablets overcome the habit easily, quickly, safely or money back. Details free. Peerless Pharmaceutical Co., 124, Syracuse, N. Y.

HIGGINS'

ETERNAL INK-ENGROSSING INK
WRITES EVERLASTINGLY BLACK



THE ETERNAL INK is for general writing in plain or fountain pens.
THE ENGROSSING INK is for special writing, engraving, etc.
These inks write black from the pen point and stay black forever: proof to age, air, soot, shine, chemicals and fire.

At Dealers Generally
CHAS. M. HIGGINS & CO., MFR.
271 NINTH ST. BROOKLYN, N. Y.

A Business of Your Own

No position or profession in the world offers you the opportunity for advancement or the money-making possibilities unless you "are your own boss." No one ever became rich working for the "other fellow". Did you ever know a wealthy penman? I can show you how to make some "real money" if you want to make it. My literature is yours for the asking.

C. F. BEHRENS, Consulting Chemist
P. O. Box 573 Cincinnati, Ohio

100% INVESTMENT 100%

A Home Study Course in

ACCOUNTANCY

leading to the degree of

MASTER OF ACCOUNTING

For catalog write

COLLEGE PROFESSIONAL ACCOUNTING
(Try Dr. Newsum's 1858 Iogleside Terrace
weekly CPA tests) Washington, D. C.

STATE NORMAL SCHOOL

WHITEWATER, WISCONSIN

Regular Session Opens September 11, 1922.

Second Semester Begins January 29, 1923.

A State Teachers' College Specializing in Commercial Teacher Training.



Train for Commercial Teaching At the Rochester Business Institute.

and qualify to do high grade teaching in the best high schools and private commercial schools. Our graduates are in every state and in some foreign countries, holding the highest positions as commercial teachers. A postal card request will bring to you by return mail our Teachers' Bulletin and Circulars.

ROCHESTER BUSINESS INSTITUTE, Rochester, N. Y.

POSITIONS OF ALL KINDS FOR TEACHERS

Never were the opportunities better. Many attractive places for choice teachers now open. We assist teachers of shorthand, bookkeeping, salesmanship, typewriting and penmanship to better positions paying higher salaries. Choice positions for qualified teachers. Write for our FREE literature and one of our application blanks. Address:

CO-OPERATIVE INSTRUCTORS' ASSOCIATION, 41 Cole Bldg., MARION, IND



A real service bureau for Commercial Teachers managed by G. S. Kimball, well-known commercial teacher and author. Free registration—NO CHARGE until you get the position YOU WANT.

KIMBALL TEACHERS AGENCY

116 West 14th Street New York

Our Commercial Teachers Placed in Thirty-five States This Season!

During the past summer months, we have sent commercial teachers to 35 different states, at lucrative salaries. Wires and letters continue to come in from high schools, normal schools, colleges and private schools, asking us to recommend candidates for emergency vacancies. If you want one of these places, write us for a registration blank immediately.

CONTINENTAL TEACHERS' AGENCY
BOWLING GREEN KENTUCKY

GET MORE MONEY!



Add 10% to 50% to your salary. We place commercial teachers in all parts of the country.

Leading schools, including more than half of the State Universities, have selected our candidates. Register with us and learn of the finest openings. Confidential service. No obligation to accept any place. Good positions remain unfilled. Write for details NOW!

THE SPECIALISTS' EDUCATIONAL BUREAU
ROBERT A. GRANT, President, ODEON BLDG., ST. LOUIS, MO.

SALESMANSHIP

Helps for Teachers and Students

By M. N. BUNKER

President, The Peoples College, Ft. Scott, Kansas

Your chances as a salesman are increased a hundred fold if you are healthy and possess a strong, enduring physique. A clinging-vine salesman—the one who is sick, head aching, and with a bad liver, is headed for the down-and-outs. The work-house is full of men who started out with an even chance to win Success, but they did not care for that most important part of their equipment—their health. They went to pieces—failed to make the sales from day to day. The “sinkers and coffee” were the monkey wrench that tore their internal machinery into shreds, and threw them on the dump. The human system can stand just so much, but no more. Every week the newspapers tell us of men and women, high in finance, education, science who have suddenly gone to pieces. The doctors diagnose, but back of that diagnosis is the fact that years before there were transgressions of physical laws. Little by little there has been accumulated a vast amount of force which at the last moment kills. Good salesmen keep themselves in *AI* condition. This is one of the secrets of their selling.

According to the statistics of movie-dom Douglas Fairbanks sold himself to more people last year than almost any other one man. And last May when the editor of Physical Culture Magazine asked him how he did it he came back with this answer: “Dignity is the curse of civilization. The trouble with nearly everybody is lack of play, and of the play spirit which prompts spontaneous activity and that mental relaxation and relief from tension that will build health.” Long words, but analyzed he means about what he says in his next paragraph, “My system of physical culture is spontaneous play. I play at work; and I play at home. I never walk through the gate when I can jump over the fence. I never walk up and down the steps when I can do it with a jump.”

Whenever I am traveling, and can, I make an effort to stay at one of the hotels under the Statler management. I have forgotten the figures, but a good many thousands of other travelers are like me in this respect and most of the time the five Statler hotels are kept filled. We are sold on Statler service, because it is good service, and every Statler employee is a salesman who keeps on selling this service to every patron or customer of the hotel. Yet Mr. Statler says, “I should not hesitate to say that I firmly believe that right down to a fine point, a man's success in business depends about 99% on his physical condition.” He is placed where he not only studies his own employees but thousands upon thousands of other men who are suc-

cessfully selling. Going on, Mr. Statler insists that almost every person eats too much—that the body is gorged with food.

Arthur Capper is a member of the United States Senate from Kansas. Moreover Mr. Capper has been a representative for a number of years, and before that he was governor of his native state for two terms. Something like thirty years ago Arthur Capper went to Topeka, and with only a few dollars started to sell himself to the men with whom he worked. He gained little by little until he owned a newspaper and a farm paper. Then he commenced selling himself to the entire state. He did not think anyone too small or poor to make a friend. Now Arthur Capper's birthday is a holiday in Topeka for boys and girls. He has financed hundreds of boys in his famous pig and poultry clubs, and owns five or six farm journals, read weekly about as much in Maine as in Kansas, and a monthly magazine for women.

What is most important in all of this is that for more than a year Arthur Capper has fought for the passage of a bill making physical training and health training compulsory in the public schools. He says that your working power—your ability to accomplish is a result of your mental condition and that your mental condition is controlled by your physical health and strength.

There are probably several hundred employees on the Capper pay roll, and very nearly half of them must be salesmen. There are subscription salesmen, both those who sell in single subscriptions, and by the hundreds; there are advertising salesmen who sell classified space, display space, and who are in touch with every field of business.

Take all of this into consideration,—and then grasp the meaning of Arthur Capper's activity for physical health. He wants people to be compelled to

care for themselves, because he knows the actual business getting results of health. Of course Senator Capper may believe in health for good citizenship, but at least he has had a chance to prove what a sound physical system means to his salesmen.

These men, Douglas Fairbanks, E. M. Statler, Arthur Capper, are simply indicators on the thermometer of Success. They have kept themselves physically fit, and have climbed and sold, and kept on selling themselves and their ideas until they may almost be considered master salesmen. They have kept themselves healthy.

This keeping healthy is, after all, a rather simple matter. Old Mother Nature has a watchful eye and will work overtime to help the fellow who makes an effort to give himself a physical chance. There is a salesman down in Mississippi who travels constantly, sleeping in a different hotel each night, but he has not had a single ache or pain in years. He works hard, early and late, and earns a handsome salary, and does it all by spending fifteen minutes every morning putting himself in trim. The fact that he lives in a traveling bag doesn't stop him. He knows that his personality—what he is, and does, depends on his physical condition. So he keeps it *AI*.

When the World War came along we all know what happened. In every military camp physical training was compulsory. It was part of the campaign to success.

There are many different systems of keeping the body fit. The system is not the point; it is keeping fit. This is the foundation, for intense burning pains in your stomach, or a racking headache kill courtesy. You cannot think quickly nor tactfully when you are so mentally sick that the world is swimming around you; you cannot present strong, forceful arguments if your body is weak. You cannot stand on your feet a real sales-man or woman if you are a physical weakling and afraid of your shadow.

A very successful real estate salesman told me this story recently which illustrates what pure physical science has to do with successful selling. He was a bookkeeper at the start, but working around an office he soon caught onto the fact that he would be a bookkeeper just so long as he kept on being one. He asked to be put on the sales force, and in due time was transferred but fell down, miserably. He was afraid to stand on his feet and look a customer straight in the eye. His legs wobbled, and his thin arm motions were not gestures but merely weak waverings. He went back on the books, but determined that he could sell. His employer's last remark, “Why man, you have strength to sell” sunk in and he went home to his room-mate, explained that he wanted to spar for a half hour every evening. The room-mate was doubtful but obliging, and they kept up the practice throughout several months. The young fellow got where he could not only take a blow but give one. Then his chance came.



WINNERS IN PENMANSHIP CONTEST

Beatrice Neff—Honorable Mention.
Aida F. Derr—Gold Medal.
Effie Kinder—Silver Medal.
Margaret Latz—Honorable Mention.
Florence Saunders—Honorable Mention.

These young ladies are winners in the penmanship contest held at Indiana, Pennsylvania, State Normal School, during the school year, 1922.



He was overtaken by one of those opportunities that seem to hang around for the fellow who gets ready—and he sold the “lemon” that the other salesmen could not sell. This isn’t fiction—it is fact. The man is a real, live salesman today, with a net earning many times any bookkeeper’s salary he might have earned.

A healthy body means getting right down to pay-dirt. It is the foundation for making the first impression: it is the energy that keeps you going in spite of difficulties; and it gives the alert active brain that shows on the “dotted line” of an order.

PRIZE CONTEST

CONTEST No. 12

Do you think Salesmanship is an important study? Have you gotten any benefit from your study of the subject? If you have, here is where you may cash in on it.

For the best letter from a student in a business college or a high school giving reasons for studying salesmanship.

First Prize, a two-years’ subscription to the BUSINESS EDUCATOR.

Second Prize, a one-year subscription to the BUSINESS EDUCATOR.

CONTEST No. 15

Here is a splendid opportunity for some teacher to win a valuable scholarship.

For the best letter from a teacher of salesmanship on “How to Teach Salesmanship in a business College or High School” Mr. M. N. Bunker, author of the articles on salesmanship

now appearing in the BUSINESS EDUCATOR, and the President of The Peoples College, Fort Scott, Kansas, offers a scholarship in that school in the course leading to the degree of Bachelor of Commercial Science. This scholarship covers all cost except books in either the correspondence course or the residence course. The college will carry you through all the subjects required to graduate in this course, no matter how limited your education may be.

Second Prize, a five-years’ subscription to the BUSINESS EDUCATOR.

Third Prize, a three-years’ subscription to the BUSINESS EDUCATOR.

Three other prizes of one-year subscriptions to the BUSINESS EDUCATOR.

If you are a real teacher of salesmanship, prove it by submitting superior letters in this contest.

Send papers to the Editor by December 20.
(See page 9)

RESULTS OF THE SPEED CONTEST OF THE N. S. R. A.

Held at New London, Conn., August 24, 1922

There were 39 contestants, of whom 31 were professionals and 8 amateurs, as against last year’s enrollment of 23 professionals and 11 amateurs.

Three amateurs who qualified last years returned to the fray this year and qualified on one or more speeds, as follows:

Martin J. Dupraw, who qualified this year on the 150 speed with the best record. He also passed the 175 and 200 tests;

James E. Broadwater, who qualified on the 175 speed; and

Alice Mengelkoch, who made the best amateur record last year, and who returned this year and passed the 200 and 240 speeds.

The Prize-Winners

Gold Swan Fountain Pens were awarded to the following persons:

Louis A. Leslie, for the best standing as an amateur.

Martin J. Dupraw, for the best transcript by a professional of the 150 speed.

Albert Schneider, for the best transcript of the 175 speed.

Joseph Shaffer, for the next best transcript of the 175 speed.

Medals were awarded to the following persons:

Alice Mengelkoch, a bronze medal on the 200 speed.

Neal Ransom, a bronze medal on the 280 speed.

Solomon Powsner, a gold medal on the 220 speed.

Albert Schneider, two bronze medals—on the 200 and 240 speeds.

Charles L. Swem, two silver medals—on the 240 and 280 speeds.

John F. Daly, a gold medal on the 200 speed, and a bronze on the 220.

Nathan Behrin, four medals—two silver medals on the 200 and 220, and two gold medals on the 240 and 280 speeds.

The Champion

Nathan Behrin won the Championship Trophy. It was his fifth victory in the N. S. R. A. series of contests. His combined average on the 200, 240, and 280 speeds was 99.48%, as against the best previous record (which was made by himself in 1913) of 98.3%.

SPEED 150

Name	No. of Words	Errors	Net	Percentage	System
Martin J. DuPraw.....	752	4		99.5	Gregg
Lewis I. Leslie (Amateur).....		7		99.1	Gregg
Norman C. McKnight.....		8		99.0	Gregg
Edward T. Richardson.....		12		98.4	Pitman
Reuben Speiser		17		97.75	Gregg
Barbara Healy (Amateur)		22		97.1	Scientific
O. H. Lindow.....		24		96.85	Gregg
Emanuel Newman		30		95.0	Gregg

SPEED 175

Albert Schneider	882	4	878	99.55	Gregg
Joseph Shaffer		6	876	99.32	Gregg
Neale Ransom		7	875	99.2	Munson
L. H. Weisenberger.....		8	874	99.1	Gregg
M. J. DuPraw.....		8	874	99.1	Gregg
J. E. McGinness.....		10	872	98.9	Success
Edward T. Richardson.....		11	871	98.75	Pitman
Norman C. McKnight.....		11	871	98.75	Gregg
Helen W. Evans.....		22	860	97.5	Gregg
J. E. Broadwater.....		26	856	97.0	Gregg
H. M. Woodman.....		41	841	95.35	Pitman
Reuben Speiser		42	840	95.25	Gregg

SPEED 200

John F. Daly.....	999	3	996	99.7	Pitman
Nathan Behrin		4	995	99.6	Pitman
Alice M. Mengelkoch.....		12	987	98.8	Scientific
Albert Schneider		12	987	98.8	Gregg
Charles L. Swem.....		16	983	98.4	Gregg
Joseph Shaffer		17	982	98.3	Gregg
Solomon Powsner		19	980	98.1	Pitman
M. J. DuPraw.....		33	966	96.7	Gregg
W. A. J. Warnement.....		36	963	96.3	Success
Norman C. McKnight.....		40	959	96.0	Gregg
Neale Ransom		50	949	95.0	Munson

SPEED 220

Solomon Powsner	1105	10	1095	99.1	Pitman
Nathan Behrin		12	1093	98.9	Pitman
John F. Daly.....		13	1092	98.3	Pitman
Charles L. Swem.....		14	1091	97.3	Gregg

SPEED 240

Nathan Behrin	1204	8	1195	99.34	Pitman
Charles L. Swem.....		19	1185	98.42	Gregg
Albert Schneider		20	1184	98.34	Gregg
John F. Daly.....		25	1179	97.6	Pitman
Solomon Powsner		30	1174	97.51	Pitman
Neale Ransom		42	1162	96.5	Munson
Alice Mengelkoch		42	1162	96.5	Scientific
J. E. McGinness.....		52	1152	95.7	Success

SPEED 280

Nathan Behrin	1407	7	1400	99.51	Pitman
Charles L. Swem.....		12	1395	99.15	Gregg
Neale Ransom		19	1388	98.65	Munson
Solomon Powsner		26	1381	98.15	Pitman
Albert Schneider		30	1377	97.86	Gregg
John F. Daly.....		38	1369	97.29	Pitman



DESIGNING & ENGROSSING

E. L. BROWN
Rockland, Me.

Send self-addressed postal for criticism, and stamps for return of specimens.

Please do not ask us to name the style of lettering in this lesson because we do not know. We will explain, however, that the lettering is adapted from several styles, including Church Text, Old English and Dutch Text. First study balance, proportions and masses, then lay off in pencil with special attention to uniform size and spacing. The tinted initials add greatly to the effect of the design. Outline initials very

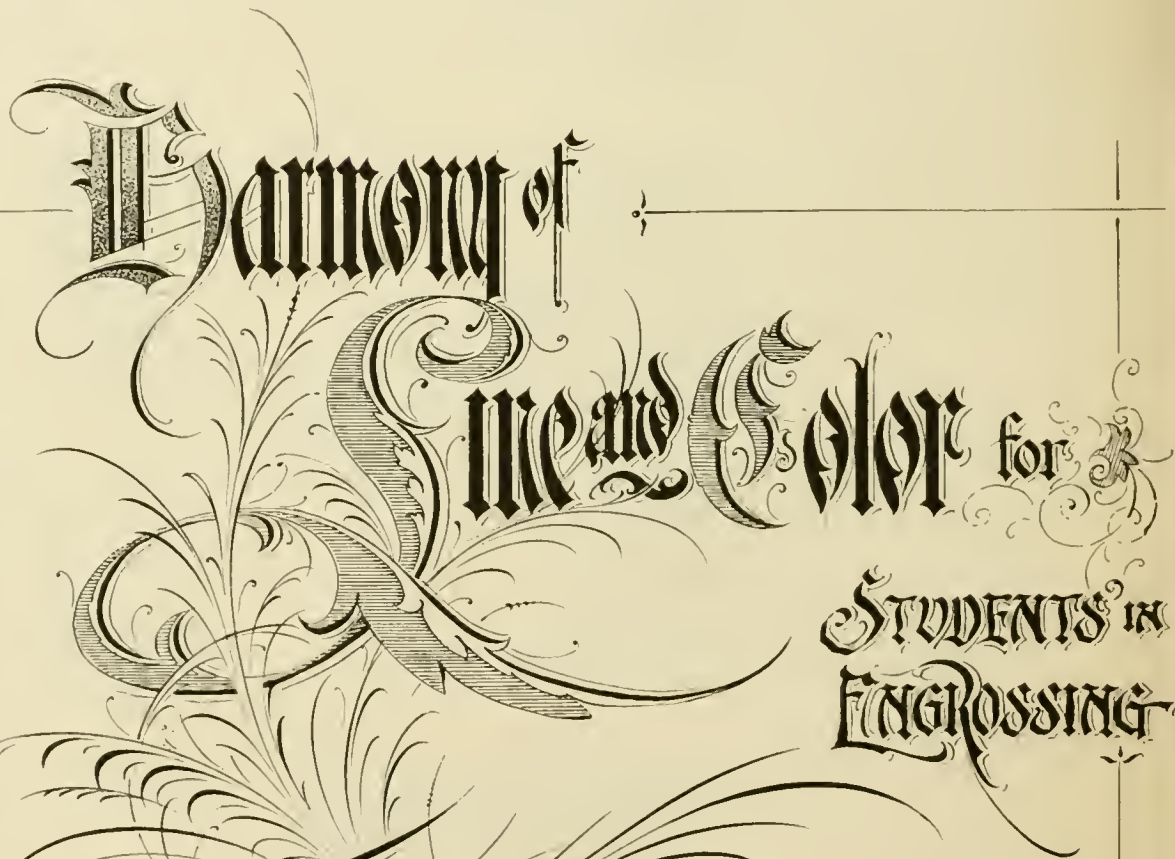
carefully. The tinting on capital "H" is called stipple, and that on "L" and "C" line tint, done with the aid of a ruler.

Use a Nos. 1 and 2 lettering pens for the smaller lettering. "Trim up" the letters and correct inaccuracies here and there with a Gillott No. 170 pen. Add relief lines last, free-hand, excepting of course the straight vertical lines for which a ruler should be used. The flourishing should be executed with the whole-arm movement. Study the lines in the flourish very carefully — haphazard methods of practice will lead you to failure every time. Let us state that flourishing is fast becoming a lost art owing largely to the fact that it has been discarded as a useless accomplishment by the new generation of penmen and engrossers. We receive from time to time specimens for criticism, and the flourished part is usually absolutely devoid of merit which makes it impossible for criticism. This is our exper-

ience with penmanship and engrossing students at the present time.

Again we will call your attention to the flourishing in this lesson. Remember that the light and shaded strokes must be properly arranged to attain the desired effect. Perhaps you had better suggest in pencil the general effect of the flourish by outlining the bird and some of the principal strokes. Do not, however, try to follow the pencil lines exactly, but strive to have your pen work cover approximately the same space of pencil sketch. Use a quick, off-hand movement, but do not throw in a lot of lines which mean little or nothing in the effect of the design. Study, study, study—practice, practice, practice—work hard, and criticise your work unmercifully. Accept criticism from others in a grateful manner.

Do you like this design? Let us hear about it, and better yet, send us some of your work for criticism and suggestions.



E. L. Brown 1922



George L. White, Proprietor of Bowman Commercial College, Petersburg, Va., writes us that Miss Lorretta M. Donahue, who has just completed a course in Teachers' Training at Bay-path Institute, Springfield, Mass., has been engaged to teach in his school for the coming year.

COURSES BY MAIL

Normal, High School, Business, Law, Engineering and College Courses leading to the regular College and Post Graduate degrees thoroughly taught by mail. Now is the time to enroll. For special rates address:

CARNEGIE COLLEGE, Rogers, Ohio.

LEARN MORE



EARN MORE

D. L. STODDARD, R. D. Box 8, Indianapolis, Ind.



LEARN ENGROSSING

in your spare time at home.

Thirty Lesson Plates and Printed Instructions mailed to any address on receipt of two dollars, Cash or P. O. Money Order.

P. W. COSTELLO

Engrosser, Illuminator and Designer

Odd Fellows Hall Bldg., SCRANTON, PA.

ELABORATE SPECIMENS

of penmanship, cards, etc. Send dime for list and sample specimens.

BLANK CARDS AND SUPPLIES

Bird flourished Xmas cards will be on the market early this year. We make a specialty of printing for penmen. Try us and watch your BIZ grow.

PEN ART STUDIO

BOX 411 PORTLAND, INDIANA

H. J. WALTER, Penman

Studio No. 2, 313 Fort St., Winnipeg, Canada

ENGROSSING and Penwork of every description. Illuminated Addresses, Diplomas and Certificates filled. Script for Business College and Commercial Advertising.

Business Penmanship by Correspondence Course. Written Visiting Cards, 3 doz. \$1.00. YOUR NAME in choice Illuminated Script, \$1.00.

I am confident I can please you.



A New One The handiest and best oblique holder ever made. Four inches long, and adjusted Right. Buy one and you are sure to want another. Prices quoted on request. R. C. King, 701 Met. Life Bldg., Minneapolis, Minn.

ABSOLUTELY FREE!!

As an introduction, I will send FREE, six super-doe, kid finished name cards in dshy, ornate style. If you inclose 2c stamp, I will include my Magic Puzzle Card, which will afford pleasure and delight galore.

PENMEN and CARDWRITERS! Bird Flourished Xmas Cards are ready. Send 10c for samples.

F. N. LAWRENCE, Box 411, Portland, Indiana

Flourished Envelopes

Very Ornamental and Attractive

Different designs of birds, quills, scrolls, etc., all the same name and address, or different ones if desired. Envelopes furnished. Doz.... \$1.50

Flourished Cards (birds, scrolls, etc.) all fresh from the pen, with name. Doz.... \$1.25

Have your name written in a variety of fascinating styles on one dozen various colored cards, embellished with white ink, ink, for only.... 40c

Order from me and be Convinced.

ARTHUR P. MYERS;

Artist and Expert Penman Red Lion, Pa.

Make Opportunity Count!



If you buy one dozen of my superb Written Cards, I will send you, FREE, a beautiful specimen of my ornamental penmanship for your scrap book. Only 45 cts. "Your work classes along with that of the best in this country."—F. W. Tamblyn.

M. Otero Colmenero,

P. O. Box 486, San Juan, Porto Rico.



The Connatser School of Penmanship, Columbia, S. C., offers guaranteed quick-result-producing courses in Business, Ornamental and Card Writing. Mail students are securing The American Penman Certificate and the B. E. Certificate in one month. Also, Teacher Certificates in four months. You should write for information before enrolling for any course by mail.

A MASTER PENMAN

always commands a better salary. Our home study course will qualify you, and our Service Department will help you. Master of Penmanship (M. Pen.) conferred. Write,

CHAS. W. MYLIUS,

Peoples College

Fort Scott, Kansas

Meub's Professional Oblique Penholders

MR. S. E. LESLIE, Spencerian College, Cleveland, Ohio, one of America's finest penmen, says: "I like the adjustment of your holders better than any I have ever used. Every penman in the country should be supplied."

Handmade and inlaid with the finest woods. Send check for yours today. \$1.25 postpaid. Your money back if not satisfied.

A. P. MEUB, 2051 N. Lake Ave., Pasadena, Calif.

No. 130 One of the TWELVE MOST POPULAR PENS in the WORLD

A more appropriate name for this pen than "The Easy Writer" could not have been found. With just the right degree of flexibility, and a point neither too fine nor too coarse, it suits the average writer perfectly. Holds enough ink, too, to avoid constant dipping into the well.

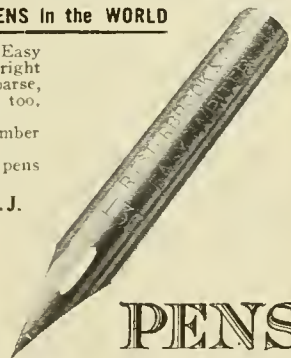
Choose from the dealer's display case, order by number for safety's sake, and buy by the box—it is red.

Send 15c for samples of the twelve most popular pens in the little red box.

The Esterbrook Pen Mfg. Co., 92 100 Delaware Ave. Camden, N. J.

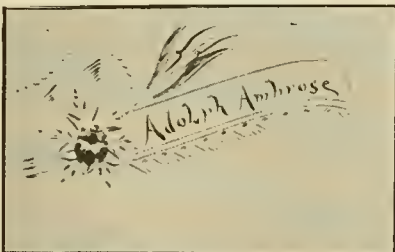
Canadian Agents: Brown Bros., Ltd., Toronto

Esterbrook



PENS

— AN ARTISTIC TRIUMPH! — Card Carving and Gouging



BY one of the premier exponents of the art. Send fifteen cents for one of the most beautiful specimens you ever saw.

Special Offer

For 50c I will send you SIX HANDSOME CARDS suitable for presents or tokens, in six different styles.

INSTRUCTIONS GIVEN! Complete Outfits, \$7.15, for doing professional work, such as specimen cards, blank cards, practice cards, colors (paints), brushes, knife and instructions.

ADOLPH O. AMBROSE, CARD CARVING ARTIST

111-113 North Main St., Janesville, Wisconsin



ROUNDHAND for BEGINNERS

Copy and Instructions by

E. A. LUPFER, Zanerian College of Penmanship
Columbus, Ohio

Even though your efforts at present are crude, there is absolutely no doubt but that you can acquire considerable skill by following these lessons. You must do much intelligently directed work and become enthusiastic about it. Halfheartedness and thoughtless practice is waste of time.

Use a slow deliberate movement with hand resting on the side more than in free light-line writing. The pen should be raised often—every time at base line. Use paper ruled $\frac{1}{2}$ in. Always rule head and base lines.

System is necessary for success in any work. Let us be as systematic in our practice as possible. Repeat a simple stroke so many times that you can make it in any word with ease. Visualize a form before practicing it. When practicing a form have some particular part in mind you wish to improve and work on one point at a time. Compare your work point by point with the copy.

No. 1. This form is used in many letters. When you work on this exercise you are really working on a number of letters. Work on the following points one at a time:

- Cut tops off square at head line.
- Hit head and base line each time.

- Pull shades towards center of body.

- Get an even pressure on shades.
- Make turns even and graceful.

No. 2 is smaller and lighter than **No. 1**.

1. It will require more care and patience. Work on one thing at a time as follows:

- Slant up strokes same as down strokes.
- Get uniform slant and spacing.
- Raise pen at base line quickly.

No. 3. The top turn is the same in form as **No. 1** except reverse. Turn your paper upside down and compare your upper and lower turns. Some things to avoid are:

- Tapering, wedge-shape shades.
- Too much connective slant.
- Sharp ungraceful turns.

No. 4. Large work improves percept, and strength and boldness of line. One thing at a time as follows:

- Light smooth hair-lines.
- Uniform shades. Not too heavy.
- Get square effect at base line.

No. 5. This is a beautiful and skillful stroke. It is a combination of **Nos. 1 and 3**. Work on it systematically.

- Study it before practicing.
- Top and bottom turns are equal.

- Watch the slant.
 - Study **No. 11** in Sept. B. E.
- No. 6** is a repetition of **No. 5**.
- Study shape of hair-lines.
 - Space evenly.
 - Think of what you are doing.

Nos. 7 and 8. With the ability to make letters comes the ability to write words. You should feel encouraged.

- Make pages of n; then m.
- Turns are important.
- Compare your work with copy.
- Finish with a graceful curve.
- Make eight n's to the line.

No. 9. If you have mastered the preceding exercises the letters will be easy. Avoid haphazard practice.

- Get your work to look regular.
- Draw slant lines to see where your letters are off slant.
- Hit head and base line each time.
- Make eleven n's on line $\frac{1}{4}$ inch high.

Many have enrolled for criticism.
Have you?

For \$2.50 you will receive criticism on your work monthly on this course for the entire year. Send your remittance to Zanerian College of Penmanship, Columbus, Ohio.

CONTEST No. 10

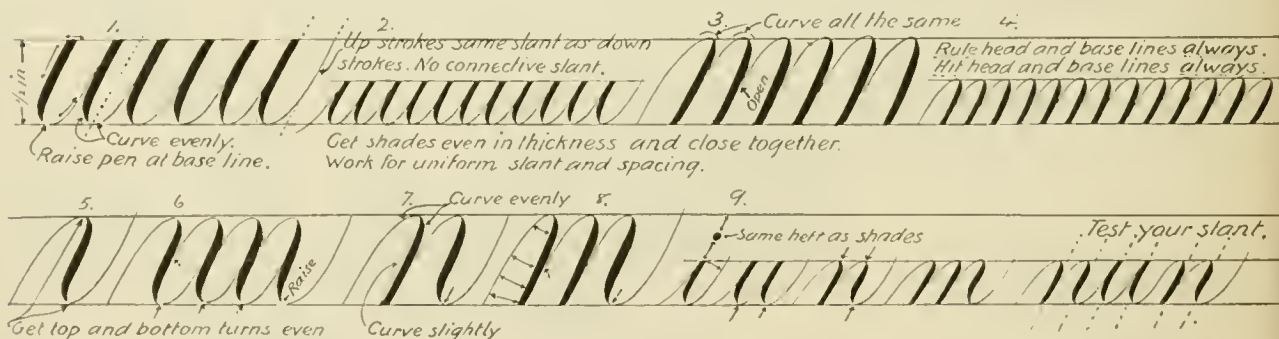
Best work in roundhand from the lessons presented in the September, October, November and December issues. Open to any student in a business college or high school.

First Prize, the course of personal instruction announced in the September number, including a refund of all money previously paid for criticism.

Second Prize, a one-year subscription to the BUSINESS EDUCATOR.

Send papers to the Editor by December 20.

(See page 9)



WANTED

Ambitious Young Penman. One who is determined to become one of the finest penmen in the world. Should have good health, a fair education, or the intention to secure it, and have made up his mind to follow penmanship as a business. We can offer such a person the right kind of a chance. Address O. T. B., care Business Education, Columbus, Ohio.

Be a Photographic Journalist

New profession, large salaries, wonderful traveling experience, all expenses paid. Hundreds in demand. Easy to learn. Amateur photographers and kodak owners especially. Particulars free. Complete course, lesson plans, etc., prepaid, \$5.00.

ADDRESS

The Walhamore Company, Lafayette Bldg., Phila., Pa.

Bookkeeping Free

First lesson in Bookkeeping and Accounting. Send for it.

THE COMMERCIAL SERVICE AGENCY,
P. O. Box 618 ST. LOUIS, MO.

FOR SALE

Library of Commercial Education.

AS several business schools are now offering advanced courses, they may feel the need of additional texts in their library for research purposes. Such should be interested in one or more of the divisions of my library. Write for lists, specifying subjects: 1. Arithmetic. 2. Bookkeeping. 3. Business English. 4. Penmanship. 5. Shorthand. 6. Typewriting.

HORACE G. HEALEY

120 East 184th Street NEW YORK CITY

Business Arithmetic

(1922 Copyright)

If you are interested in examining a practical Business Arithmetic, send for an examination copy.

SOUTH-WESTERN PUBLISHING CO., Cincinnati, O.



BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

Business Arithmetic, by Preston E. Curry and Victor M. Rubert. Published by South-Western Publishing Company, Cincinnati, Ohio. Cloth, 320 pages.

This book presents a number of features not usually found in such texts. Among these are, Some of the problems of a merchant, Profit on costs or sales, which? Graphs explained and developed, Arithmetic problems growing out of proprietorship (under this heading are given exercises in the arithmetic required to close accounts and prepare balance sheets).

Drill work has been emphasized, and many exercises are given in addition, aliquot parts, and interest. Interest is approached from the standpoint of economics.

Office Organization and Management, by Carl C. Parsons. Published by LaSalle Extension University, Chicago. Flexible binding, 313 pages.

The office is the very heart of the efficiency in any business institution. Its influence reaches every department and worker. Its records, reports and statistics furnish the manager with facts for intelligent determination of executive policies. It is the means of securing finer and complete accountability.

This importance of the office justifies special treatise on its management, a work broad and fundamental enough to constitute a really constructive guide. The supplying of that need is the purpose of this book. It will appeal particularly to business men, the office worker, the office manager, the general manager and the student of business who desires systematized and well organized knowledge of principles and methods of successful organization and management.

The Art of Thinking, by T. Sharper Knowlson. Published by Thomas Y. Crowell Company, New York City. Cloth cover, 163 pages.

This book answers both the "how" and "why" of thinking. It pleads for the art of thinking. That keen enjoyment which comes only from the full use of our God-given faculty. It is as refreshing and stimulating as a sea breeze.

Business Letter Practice, by John B. Opdyke. Published by Isaac Pitman & Sons, New York City. Cloth cover, 582 pages.

The contents of the present volume have been assembled with a threefold aim in mind. The book is, first of all, for the teacher and student of stenography. It is also for the teacher and the student of Business English. It is in the third place for the business office and for the correspondence supervisor in that office.

One of the most important functions which it is hoped the book will serve is that of bringing the teacher of stenography and teachers of English in commercial schools and colleges into closer and more sympathetic co-operation. But it will also bridge the gap if permitted to do so between the school and the business office. Theory and practice have been so selected and so arranged as to enable students to learn by doing. The author has attempted to provide not only many good letters for study and dictation, but also considerable exposition of the principles that underly business letter composition. All of this exposition has been made suitable for dictation so that the student may be afforded a liberal education in certain business practice and procedure at the same time that he is learning to write letters and acquire speed in stenography. In addition there are many problems that will challenge and stimulate in the extemporary dictation and composition of business letters.

Auditing Procedure, by William B. Castenholz, A. M., C. P. A., Member of American Institute of Accounts, Director Department of Higher Accountancy, LaSalle Extension University, former Instructor in Accountancy and Comptroller, University of Illinois. Published by LaSalle Extension University. Cloth cover, 342 pages.

This work is an attempt to deliver to the student of auditing and to the beginning practitioner a guide on procedure. Not only is it the intention to cover the various accounts which must be examined and analyzed in an audit, and the reasons for such inspection, but it is more vitally the object to outline the actual methods of procedure necessary to secure satisfactory results from such examinations and analysis.

The book is well adapted to use of schools and of the beginning practitioner. It is the standard text book on auditing procedure in several large C. P. A. firms. It is the outgrowth of many years' study and auditing practice and consequently deals not only with theories of auditing, but with the actual procedure necessary to auditing work.

Successful Management. Published by the Knox Business Book Company, Cleveland, Ohio. Cloth cover, 517 pages.

The contents of this book are as follows: Retail Store Methods that have Produced the Greatest Country Store in America; Making Your Clerks Efficient; Outselling Mail Order Houses; Retail Failures; Mail Order Houses; Retail Store Salesmanship; Selling by Telephone; Retailing; The Clerk's Opportunity; Cash or Credit — Which? Community Efficiency; Sales Extension by Mail; Financial Efficiency; Why Do Not Americans Save More? The Evolution of an Executive; Business Ethics; The Need of Commercial and Industrial Education; How to Sell Your Services; Guide Boards to Success and Failure; How to Talk in Public; Subscription Book Salesman.

Commercial Subjects in Part-Time or Continuation Schools, by F. A. Wilkes, George M. York and Oakley Furney. Published by C. F. Williams & Son, Inc., Albany, N. Y. Bound in boards.

This is a study of the problem of the Part Time School with some information as to how it is being met in the state of New York. Many of the points brought out will be of interest to all Commercial teachers. For instance, an analysis of the principal occupations of men and women in the state of New York in 1910 and 1920, an analysis of the occupations of boys and girls of 14, 15 and 16 who are attending a Part-Time School. Suggestions for making a Commercial survey. The course of study in the Commercial Department Part-Time School, Albany, New York, and the course of study at Retail Training now in use in the Schenectady, New York Part-Time School. There is also a valuable bibliography.

This is one of a series of four Monographs for teachers in Part-Time Schools which offers many suggestions to business college men.

The Business Man and His Bank, by Wm. H. Kniffin. Published by McGraw-Hill Book Company, New York City. Cloth cover, 278 pages.

Most writers on banking have treated the subject from within, for the information of the bank clerk and the student of banking. The writer of this book aims to treat the bank from without; to show how it touches the interest of the business man and get the point of contact from the customer's viewpoint. In discussing the subject of credit, for instance, he has tried to show what the applicant for credit should bring to the bank, rather than what the bank should require.

20th Century Bookkeeping AND Accounting



Business Letter Practice

By JOHN B. OPDYCKE

First Assistant, Department of English, Theodore Roosevelt High School, New York City;
Lecturer in Advertising, New York University; Instructor in Business Letter
Writing, Columbia University Extension; Instructor in Education,
College of the City of New York



The Last Word of the Business Letter

With an Introductory Symposium by
Four Prominent Captains of Commerce

A new, thoroughgoing, comprehensive text on the subject of business letter writing in particular, and commercial composition in general, as well as an authoritative treatise on business practice and operation.

The contents of the present volume have been assembled with a threefold aim in mind. The book is first of all for the teacher and the student of stenography. It is also for the teacher and the student of business English. It is, in the third place, for the business office and the correspondence supervisor in that office.

Extract from Preface

One of the most important functions which, it is hoped, the book will serve is that of bringing teachers of stenography and teachers of English in commercial schools and colleges into closer and more sympathetic co-operation. But it will also bridge the gap, if permitted to do so, between the school and the business office. Theory and practice have been so selected and so arranged as to enable students to learn by doing. The author has attempted, in other words, to provide not only many good letters for study and dictation, but also considerable exposition of the principles that underlie business letter composition. All of this exposition has been made suitable for dictation, so that the student may be afforded a liberal education in certain business practice and procedure at the same time that he is learning to write letters and acquire speed in stenography. In addition, there are many problems that will challenge and stimulate in the extempore dictation and composition of business letters.

The teacher of stenography must be an educator, not merely a dictator of sign and symbol and line and form. He is obligated to make of himself a guide and inspiration to students in their grasp and appreciation of the broad underlying, standardized units of commercial and industrial thought. He must, of course, dictate; but he must also develop thought process. He must, of course, instruct in the facts and mechanics of shorthand and letter writing; but he must likewise pose problems and project and supervise thought-provoking practice. It is with this conception of the stenography teacher's work that the author has provided, in addition to hundreds of letters, much textual matter and problem work, all of which centers in the principal points of organized business knowledge.

Every teacher of stenography is a teacher of English—must needs be, until the time comes when teachers of English are better equipped with business knowledge, are made to feel a stronger obligation to correlate, and are afforded more effective facilities for correlation. There should be no Chinese Wall, or any remnant of one, between the department of stenography and the department of English. In any commercial school worthy the name these two departments, certainly, need to be "twinning as horse's ear and eye." And they must as certainly focus their work concretely forward into the business office. The common interest that the teacher of English, the teacher of stenography, and the employee of the business office have in the business letter should of itself be sufficient spur to insure unanimity of co-operation in the formulation of teaching method and in the selection of teaching content.

382 Pages, \$2.50: Specimen Pages Free

ISAAC PITMAN & SONS, 2 West Forty-fifth Street, NEW YORK

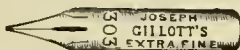


Gillott's Pens

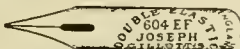
The Most Perfect of Pens



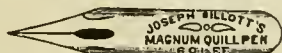
PRINCIPALITY PEN, No. 1



VICTORIA PEN, No. 303



DOUBLE ELASTIC PEN, No. 604 E. F.



MAGNUM QUILL PEN, No. 601 E. F.

GILLOTT'S PENS have for seventy-five years stood the most exacting tests at the hands of Professional and Business Penmen. Extensively imitated but never equalled, GILLOTT'S PENS still stand in the front rank, as regards Temper, Elasticity and Durability.

SOLD BY ALL DEALERS

Joseph Gillott & Sons

ALFRED FIELD & CO., Sole Agents

93 Chambers St.

NEW YORK



The
Terry
Engraving Co.

Engravers
Designers
Illustrators

Special attention given to
reproduction of Script and
Penmanship Copies

Columbus,

Ohio

PENMANSHIP SUPPLIES

Prices subject to change without notice. Cash should accompany all orders.

All goods go postpaid except those listed to go by express, you to pay express charges. Of course, when cheaper, goods listed to go by express will be sent by parcel post, if you pay charges.

PENS

Zanerian Fine Writer Pen No. 1.		
1 gr.....\$1.75	¼ gr.....\$.50	1 doz.....\$.20
Zanerian Ideal Pen No. 2, Zanerian Medial Pen No. 3,		
Zanerian Standard Pen No. 4, Zanerian Falcon Pen No. 5,		
Zanerian Business Pen No. 6.		
1 gr.....\$1.25	¼ gr.....\$.40	1 doz.....\$.15

Special prices in quantities. We also handle Gillott's, Hunt's, Spencerian and Esterbrook's pens. Write for prices.

Broad Pointed Lettering Pens.

1 Complete set (12 pens).....	\$0.35
½ doz. single pointed pens, 1, 1½, 2, 2½, 3, 3½.....	.20
(The pens most used by letters and engrossers)	
½ doz. single pointed pens.....	.15
½ doz. double pointed pens.....	.35
1 doz. single pointed, any No.....	.25
1 doz. double pointed, any No.....	.60

PEN HOLDERS

Zanerian Fine Art Oblique Holder, Rosewood:		
11½ inches.....\$1.25	8 inches.....\$1.00	
Zanerian Oblique Holder, Rosewood:		
11½ inches.....\$.85	8 inches.....\$.75	
Zanerian Expert Oblique Holder, 7½ inches:		
1 only.....\$.20	1 doz.....\$1.25	½ gr.....\$6.50
½ doz.....\$.75	¼ gr.....3.50	1 gr.....12.00
Excelsior Oblique Holder, 6 inches:		
1 only.....\$.15	1 doz.....\$1.20	½ gr.....\$5.50
½ doz.....\$.70	¼ gr.....3.00	1 gr.....10.00
Zaner Method Straight Holder, 7½ inches:		
1 only.....\$.15	1 doz.....\$.90	½ gr.....\$4.50
½ doz.....\$.50	¼ gr.....2.50	1 gr.....8.50

1 Triangular Straight Holder, 7¼ inches.....	\$0.20
1 Triangular Oblique Holder, 6 inches.....	.20
1 Central Holder, hard rubber, 5¾ inches.....	.25
1 Correct Holder, hard rubber, 6¾ inches.....	.25
1 Hard Rubber Inkstand.....	.55
1 Good Grip Penpuller.....	.10
1 Inkholder for Lettering.....	.10
1 All-Steel Ink Eraser.....	.60

Z. M. No. 9 PAPER

100 sheets, postpaid.....	\$0.50
1 package, 500 sheets.....	.85
(Not prepaid. Weight 6 lbs. Ask your postmaster what parcel post charges will be. Special prices on 50 packages or more.)	

INKS

Zanerian India Ink:		
1 bottle.....40c	1 doz. bottles express.....	\$4.00
1 bottle Zanerian Gold Ink.....		.25
1 bottle Zanerian School Ink.....		.20

CARDS

White, black and six different colors:			
\$1.00 postpaid, 30c; 500 express (shipping weight 2 lbs.),			
\$1.00; 1000 express (shipping weight 4 lbs.), \$2.00.			
Flourished Design Cards:			
With space for name. Two different sets of 12 each. Every			
one different.			
2 sets, 24 cards.....	\$.20	6 sets, 72 cards.....	\$.40
3 sets, 36 cards.....	.25	12 sets, 144 cards.....	.70

Write for new Penmanship Supply Catalog

ZANER & BLOSER CO., Penmanship Specialists, Columbus, Ohio

The Reigner Dictation and Secretarial Books

have been stamped with the enthusiastic approval of MORE THAN 2000 SCHOOLS in which they are now used by pupils as class texts.

Dictation Course in Business Literature

Published in separate editions for Rowe, Gregg, Isaac Pitman, Benn Pitman, and Graham Shorthand; also without outlines. 336 pages.

A *practice book* for students' use which reduces the work of dictation classes to a definite and systematic procedure. The book provides a wide variety of commercial letters and informative and inspirational articles, all carefully graded according to shorthand difficulty. The letters are free from stereotyped expressions and are representative of the direct, forceful English characteristic of the best type of modern business correspondence. Woven into the practice material are a number of features which provide definite training in vocabulary building, punctuation, and other phases of English directly applicable to stenographic work. The study of English and shorthand is thus definitely and effectively correlated. The text contains also a shorthand vocabulary of over 4000 outlines and a series of more than 140 letters and articles in shorthand for reading practice.

Advanced Dictation and Secretarial Training

Published in separate editions for Rowe, Gregg, Isaac Pitman, Benn Pitman, and Graham Shorthand; also without outlines. 393 pages.

The most efficient and interesting course in office training and secretarial practice published. The pupil works successively in various offices representing the leading lines of business. He does in each office the type of work that he would do if he were a secretary to an executive in that office. The work is so unified throughout the book that upon its completion the student has secured instruction and practice in all the various phases of office procedure. The secretarial assignments are in the nature of "projects" and develop initiative, resourcefulness, and independent thinking through the creation of realistic situations which call for the exercise of those qualities. The text also provides for the study of technical business terms and of high-grade correspondence which originated in the executive and administrative departments of business offices.

Will the pupils in the advanced shorthand department in your school have the advantage this fall of studying from these modern and distinctive texts? Write for detailed information and examination copies.

The H. M. Rowe Co.

CHICAGO

BALTIMORE

SAN FRANCISCO

THE BUSINESS EDUCATOR

VOL. XXVIII

PROFESSIONAL EDITION, \$1.50 A YEAR

No. 3

November, 1922

PENMANSHIP
BUSINESS

ENGROSSING
EDUCATION

When You Invest—
Before Your
Money Gets the
Gate—
INVEST-I-GATE

-E. BROWN, 1922-

ZANER-BLOSER COMPANY
COLUMBUS, OHIO

"THE BEST TEACHING MACHINE IN THE WORLD"

This is what one prominent educator calls it—and for the best of reasons.

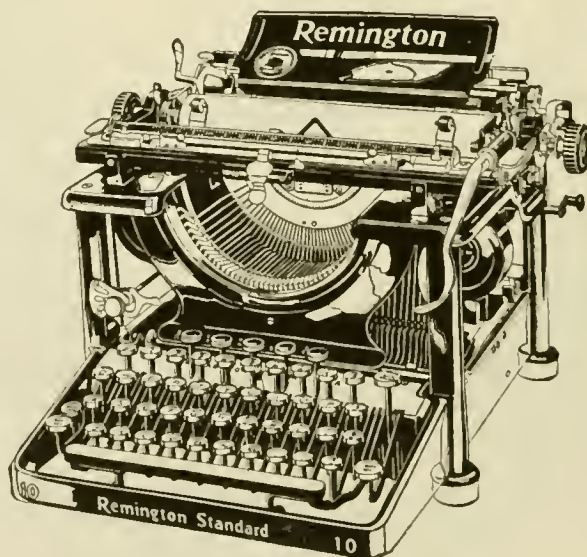
The Improved Self-Starting **REMINGTON**

has all of the basic features which have always made the Remington supreme for wear and service.

It has every feature which has been approved by the combined experience of typewriter builders and typewriter users.

In addition it has many fundamental improvements, among them that great feature known as "Natural Touch." These improvements have established new standards for ease and speed of operation and the quality of work done under any and all conditions.

Best for the teacher and best for the student—sums up the merit of this latest Remington.



REMINGTON TYPEWRITER COMPANY

(Incorporated)

374 Broadway

Branches Everywhere

New York



ELLIS BOOKS

Office Dictation.
Expert Dictation.
The Vocabulary Method of Training Touch Typists.
Practical Law.
Essentials of Commercial Law.
The New Model Arithmetic.
Ellis Rapid Calculation.
Effective English and Letter Writing
A New English System for New American Citizens.
Letter Writing for the Business Builder.
Ellis Business Correspondence.
Ellis Rational Speller.
Marshall's Method of Thrift Training.
The Ellis Method of Home Accounting.
The Ellis Method of Farm Accounting.
ELLIS INDUSTRIAL BOOKKEEPING.
THE TABLET METHOD OF TEACHING BOOKKEEPING.
Modern Banking.
Special Bookkeeping Sets.
Office Equipment.
Stationery and Supplies.

Nearly all the books listed above are either new or recently revised. A careful examination of our bookkeeping courses will convince any teacher that they are thoroughly modern and that the student who studies Ellis Bookkeeping is splendidly equipped for a place in the business world. Examination implies no obligation to adopt.

Write for Price List and Samples.

ELLIS PUBLISHING COMPANY

Educational Publishers

BATTLE CREEK, MICHIGAN

KNOX TEXTS

THAT

1. Inspire the student
2. Increase the employee's salary
3. Make money for the employer
4. Increases ability for service

SCHOOL PRICES

Salesmanship and Business Efficiency.....	\$1.35
The Science and Art of Selling.....	1.35
Personal Efficiency	1.10
The Science of Judging Men.....	1.10
Successful Management	1.80
Salesmanship and Personal Efficiency.....	1.80

Send for Examination Copy

THE KNOX BUSINESS BOOK CO.

Cleveland, Ohio

The Reference Book of Accounts

By ROBERT J. McINTOSH, Certified Public Accountant

Third Edition—Revised—299 Large Pages—Bound in Law Buckram—\$3.75

An Authoritative Guide

to accounting and systematizing for accountants, auditors, instructors, school and college libraries, students of accounting, executives, merchants—for all who are interested in accounting and the analysis and preparation of financial statements.

The Reference Book of Accounts is not a long course of tedious reading, but a digest of up-to-date accounting practice arranged in such handy form that many accountants, instructors, etc., keep it on their desks for ready reference in solving various problems as they arise.

"I particularly recommend to bookkeeping and accounting teachers, that they read and study this book, and that they in turn recommend it to their students, as it will give to anyone in the shortest possible time, a thorough knowledge of accounting as practiced by the largest and most successful companies, that otherwise would require years of experience and study of accounting theory."—H. E. VanCleaf, C. P. A.

SPECIAL OFFER. A copy of Reference Book of Accounts will be sent prepaid on 5 days' approval. A discount is allowed to schools.

Metropolitan System of Bookkeeping

New Edition, 1922

By

W. A. Sheaffer

You Will Like It. The text emphasizes the thought side of the subject. It stimulates and encourages the reasoning power of the pupil. Pupils acquire a knowledge of the subject as well as facility in the making of entries. It is a thoroughly seasoned, therefore accurate, text supported by complete Teachers' Reference Books, and Teachers' Manual.

Parts I and II text is an elementary course suitable for any school in which the subject is taught. Two semesters are required in High Schools and a correspondingly shorter time in more intensified courses.

Parts III and IV text is suitable for an advanced course following any modern elementary text. We make the statement without hesitation, that this is the most teachable, most up-to-date, and strongest text published for advanced bookkeeping and elementary accounting use.

Corporation-Mfg.-Voucher unit is bound in heavy paper covers and contains all of Part IV. It is a complete course in Corporation accounting including instructions, set of transactions, exercises, problems, etc. It is without doubt the best text for this part of your accounting course. List prices, Text, 120 pages, 40 cents. Supplies, including Blank Books and Papers, 55 cents.

EXAMINATION COPIES will be submitted upon request.

METROPOLITAN TEXT BOOK COMPANY

Texts for Commercial Subjects
37 SOUTH WABASH AVENUE

CHICAGO



Prepare in Penmanship Now

Splendid opportunity for Supervisors of Writing, Penmanship Teachers, Engrossers and for all those who can write well.

N
E
W

H
O
M
E

O
F

Z
A
N
E
R
I
A
N



P
O
S
I
T
I
O
N
S

F
O
R

A
L
L

RESIDENCE INSTRUCTION

Courses are given in

Business Writing, Ornamental Penmanship,
Roundhand, Broad-pen Lettering, Engrossing,
Methods of Teaching and Blackboard Writing.

SUMMER TERM

If you cannot come now plan to attend our next year's summer term. Six hours' normal credit is given for summer work.

CORRESPONDENCE INSTRUCTION

If you cannot come to the Zanerian now you can take the following work by mail and finish in our summer school:

Business Writing.

For teachers, supervisors, clerks, students and all who desire to write well.

Ornamental Writing.

Roundhand and Text Lettering.

Engrossing.

You cannot spend your spare time to better advantage.

Write for further information upon the course in which you are interested.

Zanerian College of Penmanship

COLUMBUS, OHIO.

Headquarters for Good Penmanship and Home of Zaner Method Writing



4 FAMOUS LITTLE BOOKS Given Away

with each six month's subscription to the Business Philosopher
THE FOUR BOOKLETS ARE:

(1) **AS A MAN THINKETH**—one of the most powerful books on thought mastery ever written. The power of right thinking simply explained.

(2) **OUT FROM THE HEART**—a sequel to "As a Man Thinketh". The directions on the formation of habits of right thinking are invaluable.

(3) **THROUGH THE GATE OF GOOD**. To quote a sentence: "The essential difference between a wise man and a fool is that the wise man controls his thinking, the fool is controlled by it."

(4) **MORNING AND EVENING THOUGHTS**—choice meditations, poetry and prose, from James Allen, one of the world's great teachers.

The subscription will start with the December issue, rich with yuletide sentiment, and end with May. You will be pleased by Orison Swett Marden's psychology of success, by A. F. Sheldon's philosophy of SERVICE, as enunciated by Rotary, by the symposium on the purpose and meaning of life and the inspirational articles by Jerome P. Fleishman, who is considered by many the equal of Frank Crane.

You will also be interested in the discussions by well known leaders on current problems, such as

"THE ENFORCEMENT OF CRIMINAL LAW"

"THE ALLIED DEBT

"THE MODERN DANCE"

"INTERNATIONALISM"

You Will Find

The Department of Applied Psychology non-technical, offering suggestions which you may find valuable in maintaining your health and happiness and attaining your success.

The Philosopher will make a valuable and interesting friend for your long winter evenings that are ahead—you will always cherish his friendship.

The six months' subscription is \$1.00, a dollar bill or stamps will do. **THE 4 BOOKLETS ARE SENT FREE.**

Address:

THE BUSINESS PHILOSOPHER

140 Monroe Ave., Memphis, Tenn.

An Ideal Christmas Gift

Commercial Teachers and Superintendents

Your reference library of business publications is not complete until you have added

THE WALHAMORE COMPLETE BUSINESS SERVICE

This Service consists of comprehensive, carefully edited and exceptionally well printed **BUSINESS BULLETINS** which are issued **EVERY FIVE DAYS** and are accordingly *always abreast of the times*, bringing to you and *your students* expert opinions, studies, problems and digests covering

Business Administration

Advertising

Accounting and Office Management

Parcel Post Merchandising

Salesmanship and Sales Management

Federal Taxation

All the above subjects ably treated in separate special bulletins and included with the Complete Service at a total cost of only

\$25.00 PER YEAR which pays for a Handsome Leather

Binder for filing all bulletins as received, 72 Business Bulletins issued at the rate of one every five days for one year, 12 Query Blanks for expert opinions on your own problems, and if your order mentions this journal we will include a set of twelve back issues of the bulletins without additional charge.

Send in your order or make your requisition for this complete service now. It will pay you a hundred fold.

THE WALHAMORE COMPANY

LaFayette Building

Philadelphia, Pa.

Books for the Commercial Teacher

Ten Lessons in Bookkeeping

A brand new set for beginners, consisting of Bookkeeping, Banking and Business Practice. Just the thing for use in Shorthand Department.

Bliss Bookkeeping and Accounting

Consists of six sets, thoroughly covering Sole Proprietorships, Partnerships and Corporations. Complete new text.

Corporation Accounting

An advanced course requiring from six to eight weeks, completely covering the organization, the Bookkeeping and the Accounting of Corporations. Fifty illustrations.

National Dictation

With Pitman, Graham and Gregg notes.

Scientific Touch Typewriting

Every Typewriter teacher should examine this book. Hundreds of enthusiastic users.

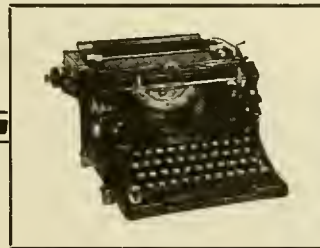
Simplis Shorthand

Something quite different in a light line system of Shorthand.

Complete catalog explaining these texts mailed upon request. Examination copies sent to reliable schools.

THE F. H. BLISS PUBLISHING COMPANY

SAGINAW, MICHIGAN



TYPEWRITERS

This standard Underwood can be had on an easy payment plan or a saving can be made by paying cash for it.

ALL MAKES IN STOCK

Write for our special list of Portable Machines

If your machine does not give satisfactory service, let us make you a proposition.

RELIABLE TYPEWRITER COMPANY

325 Plymouth Court

Chicago, Ill.



Use the Flashwriter

WITH THE FOLLOWING RESULTS:

No Noise.

Students Trained More Quickly.

A Considerable Saving in Cost of Equipment.

What is the FLASHWRITER?

The Flashwriter is a machine for teaching type-writing. **Beginners** use it in learning the keyboard; **advanced students** use it to gain speed; **shorthand students** use it in learning to transcribe their notes.

What is FLASHWRITING?

Flashwriting is a new and better way of practicing the mental and muscular reaction necessary to rapid and accurate typing.

The Flashwriter way is psychologically correct. There is no distracting noise—no bother with paper—no erasing of errors. The students concentrate on

the location of the keys on the keyboard and their relation to one another.

The Flashwriter develops **MIND** typists—the only dependable kind.

A course of instruction has been worked out consisting of keyboard drills for class and individual use.

Rent a FLASHWRITER

and prepare your typewriting lesson at home. The Flashwriter is for use throughout the entire course.

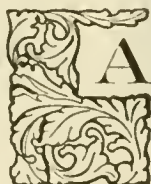
Write for literature telling what others are doing with the Flashwriter, and what it will do for you.

THE FLASHWRITER COMPANY, INC.

FACTORY: Troy, New York

NEW YORK OFFICE: 200 Fifth Avenue

ANNOUNCEMENT



A RECORD of four score busy years compels me to relinquish my life work in my chosen profession, Teaching and Authorship, and offer to an appreciative public a proper successor to the well known business with which I have been so long identified—

THE ELLSWORTH COMPANY, PUBLISHERS

Its familiar name and **GOOD WILL**, so widely known throughout America in the writing profession generally, will attract attention.

I also offer for sale the numerous **Electro Plates, Engravings and Copyrights** thereof and **Reversible Binding** patents therefor, with **manufactured Stock in Trade** in various forms and editions thereof, per inventory. I likewise offer to sell the plates of "**Ellsworth Illustrated Lessons and Lectures on Penmanship**" (8 vo., 800 pp.) the latest **Best Seller**, and most comprehensive work on the subject; copyrighted.

An unpublished stock of **Farm Bookkeeping**, with **Practice Blanks**, and my **Self-Instructing Series of Bookkeeping Blanks** in eight numbers (Italian method) are for sale. I will also consider offers for my **Standard Motion Picture Reel, 1000 foot Penmanship film**, cost \$1000, and **Negatives**.

I will entertain separate proposals for any or all of the foregoing from interested parties until January 1, 1923. Address

HENRY W. ELLSWORTH,

SOLE AUTHOR, OWNER AND PROP.

MONT VALE, N. J.



The Status of Shorthand Systems in the One Hundred Largest Cities in the United States

Twenty years ago Gregg Shorthand was not represented in the high schools of any of the one hundred largest cities in the United States. Notwithstanding the old axiom that "Great bodies move slowly," the Gregg system is now taught in the public schools of 79% of the 100 largest cities in the country—*exclusively* in 65%. The next most popular system is taught *exclusively* in but 6%. In the 35 cities that do not teach Gregg *exclusively*, only 21 teach other systems *exclusively*. In 14 of these 35 cities Gregg is taught in connection with other systems.

Summarized, the states is as follows:

Exclusively Gregg	65%
Gregg with other systems.....	14%
Exclusively other systems.....	21%
TOTAL	100%

Practically all of the high schools in the 65 cities in which Gregg Shorthand is taught *exclusively* previously taught other systems. The following tabulation shows the names of the cities, their population, and the system of shorthand now taught by the public schools.

Gregg Exclusively Day and Evening, 65%

Other Systems, 21%

City	*Population	City	Population	City	Population
Detroit, Mich.	993,739	Albany, N. Y.	113,344	Benn Pitman, 6%	
Baltimore, Md.	733,826	Lowell, Mass.	112,759	Milwaukee, Wis.	457,147
Pittsburgh, Pa.	588,193	Cambridge, Mass.	109,694	Cincinnati, Ohio	401,247
Los Angeles, Cal.	576,073	Reading, Pa.	107,784	New Orleans, La.	387,219
Buffalo, N. Y.	506,775	Fort Worth, Tex.	106,482	New Bedford, Mass.	121,217
Kansas City, Mo.	324,410	Spokane, Wash.	104,437	Camden, N. J.	116,309
Seattle, Wash.	315,652	Kansas City, Kans.	101,177	Lawrence, Mass.	94,270
Indianapolis, Ind.	314,194	Duluth, Minn.	98,917		
Rochester, N. Y.	295,750	Tacoma, Wash.	96,965	Isaac Pitman, 5%	
Portland, Ore.	258,288	Elizabeth, N. J.	95,682	Newark, N. J.	414,216
Denver, Colo.	256,369	Utica, N. Y.	94,156	Jersey City, N. J.	297,864
Toledo, Ohio	243,109	Eric, Pa.	93,372	Springfield, Mass.	129,563
Providence, R. I.	237,595	Jacksonville, Fla.	91,558	Yonkers, N. Y.	100,226
Columbus, Ohio	237,031	Watrbury, Conn.	91,410	Savannah, Ga.	83,252
St. Paul, Minn.	234,595	Oklahoma City, Okla.	91,258		
Oakland, Cal.	216,361	Schenectady, N. Y.	88,723	Graham, 3%	
Atlanta, Ga.	200,616	Canton, Ohio	87,091	Scranton, Pa.	137,783
Omaha, Neb.	191,601	Fort Wayne, Ind.	86,549	Lynn, Mass.	99,148
Birmingham, Ala.	178,270	Evansville, Ind.	85,264	Allentown, Pa.	73,502
Syracuse, N. Y.	171,717	Manchester, N. H.	78,384		
Richmond, Va.	171,667	St. Joseph, Mo.	77,939	Munson, 2%	
Memphis, Tenn.	162,331	Knoxville, Tenn.	77,818	Chicago, Ill.	2,701,705
San Antonio, Tex.	161,379	El Paso, Tex.	77,543	Worcester, Mass.	179,754
Dallas, Tex.	158,976	Bayonne, N. J.	76,754		
Bridgeport, Conn.	143,538	Peoria, Ill.	76,121	Chandler, 2%	
Houston, Tex.	138,076	Harrisburg, Pa.	75,917	Hartford, Conn.	138,036
Grand Rapids, Mich.	137,635	San Diego, Cal.	74,683	Somerville, Mass.	93,091
Youngstown, Ohio	132,358	Wilkes-Barre, Pa.	73,833		
Des Moines, Iowa	126,468	Wichita, Kans.	72,128	Gallagher-Marsh, 1%	
Fall River, Mass.	120,485	Tulsa, Okla.	72,075	San Francisco, Cal.	508,410
Nashville, Tenn.	118,342	Troy, N. Y.	72,013	"Success," 1%	
Norfolk, Va.	115,777	Sioux City, Iowa	71,227	Flint, Mich.	99,599
South Bend, Ind.	70,983			Canton-Pitmanic, 1%	
				Minneapolis, Minn.	380,582

Gregg and Other Systems, 14%

City	Pop.	System	City	Pop.	Systems
New York, 5,620,048		Isaac Pitman and Gregg (Gregg in 30 day and evening public schools)	Akron, 208,435		Benn Pitman and Gregg
Philadelphia, 1,823,158		Benn Pitman, Parke Schoch, and Gregg	New Haven, 162,390		Isaac Pitman and Gregg
Cleveland, 796,836		Euclid and Gregg (Gregg in 1 school)	Dayton, 152,559		(Gregg in evening schools only)
St. Louis, 772,897		Benn Pitman, Gregg and Barnes	Paterson, 135,866		Gregg and Benn Pitman
Boston, 748,060		(Gregg and Barnes, evening schools only)	Trenton, 119,289		Isaac Pitman and Gregg
Washington, 437,571		Gregg, Benn Pitman and Anderson			(Gregg in evening schools only)
Louisville, 234,891		(Gregg in 11 of the 13 high schools)	Salt Lake City, 118,110		Graham and Gregg
		Gregg and Graham	Wilmington, 110,168		(Gregg in evening schools only)
		Gregg & Graham (Gregg in all but 1 school)			Gregg and Benn Pitman
					Gregg and Isaac Pitman

The above tabulation tells its own story—a story of results and achievement. Gregg Shorthand has been adopted for these large-city high schools because it has been found, after investigation and experiment, to be the system of "greatest good to the greatest number."

A trial in your school will convince you

THE GREGG PUBLISHING COMPANY

NEW YORK

CHICAGO

BOSTON

SAN FRANCISCO

LONDON

* Population taken from "World Almanac."



NATHAN BEHRIN
Champion Shorthand
Writer of the World

Another Sweeping Victory FOR Isaac Pitman Shorthand

*Results of the Contest for the Shorthand
Championship of the World
Held at New London, Conn., Aug. 24, 1922*

The results of the three tests for the championship were as follows:

Speed 200					
Position	Name	System	No. of Words	Errors	Net
First	John F. Daly	Isaac Pitman	999	3	996
First	Nathan Behrin	Isaac Pitman	1204	8	1196
First	Nathan Behrin	Isaac Pitman	1407	7	1400

In the special high speed test on solid matter at 220 words a minute three Pitman writers broke the previous record with ease:

Speed 220					
Position	Name	System	No. of Words	Errors	Net
First	Solomon Powsner	Isaac Pitman	1105	10	1095
Second	Nathan Behrin	Isaac Pitman		12	1093
Third	John F. Daly	Isaac Pitman		13	1092

In every instance all previous records were shattered by these writers.

Nathan Behrin, who had not taken part in these contests since 1914, easily won the championship, smashing all previous records, and as shown above, broke all previous records at 200, 220, 240, and 280 words a minute.

Behrin made a total of only 19 errors in the three tests for the title at 200, 240 and 280 words a minute, making an average accuracy percentage of 99.5 in a total of 3610 words. He broke his own record of 66 errors made in 1913.

Mr. Behrin attributes his wonderful achievement to the remarkable simplicity of

Isaac Pitman Shorthand

Nathan Behrin entered the contest at the last moment, after six weeks' vacation from his court work, during which he received no practice. He took less than half the time allowed to transcribe the three tests for the title; his competitors took the full time allowance.

Messrs. Behrin, Daily and Powsner needed no intensive training, and they all ascribe their success to the simplicity and practicability of Isaac Pitman Shorthand.

OUT OF SEVENTEEN CONTESTS FIFTEEN HAVE BEEN WON BY PITMAN WRITERS.

Pitman's Shorthand is easily learned because it possesses a rational alphabet basis and a rational scheme of abbreviating devices determined by the phonetic structure of the English language. These salient features eliminate the burden and confusion of memorizing arbitrary and illogical rules together with untold numbers of special abbreviations, as in light line systems, where before half the theory has been mastered it is necessary to memorize hundreds upon hundreds of word signs.

93% of the New York day and evening high schools teach the Isaac Pitman system of shorthand.

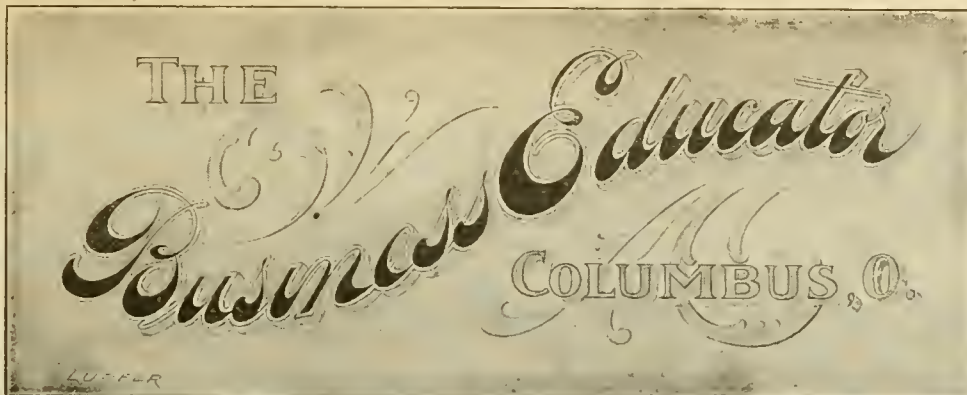
Ask for Isaac Pitman Shorthand. Accept No Substitute

Trial Lesson Free

ISAAC PITMAN & SONS

2 WEST 45th STREET

NEW YORK



VOLUME XXVIII

COLUMBUS, OHIO, NOVEMBER, 1922

NUMBER III

GUARD YOUR HEALTH

Many a farmer who knows how to feed prize-winning hogs and horses, cows and chickens, has broken down and died in what should have been the prime of his life because he did not know how to feed himself.

Many a city man who knows how to get the highest efficiency out of engines and machinery and factory and office organizations ruins his own bodily machinery and pays the penalty with his life.

Granted that the subject of one's health is difficult, the fact remains that a considerable number of people have found out how to be healthy, and without decreasing their efficiency have extended their usefulness through several decades more than the average span of life.

None of us will envy the woman who recently celebrated her 95th birthday in Ohio, who has spent fifty years of that time in a poorhouse, and who attributes her long life to the fact that she never worries about anything. But neither do we want to shorten our lives and leave undone a lot of the things that we should like to do, and that we spend the first forty or fifty years of our lives in learning to do.

NATIONAL SOCIETY FOR VOCATIONAL EDUCATION

The joint convention of the National Society for Vocational Education and the National Vocational Guidance Association will meet at Cass Technical High School November 29 to December 2. Wm. Bachrach, Director of Commercial Education at Chicago, is president of the Executive Committee. An interesting program has been arranged for this meeting.

In connection with this meeting there will be a Commercial Educational Dinner Conference, Wednesday, November 29, at 6:30, under the direction of Helen Levin Swiggett, United States Bureau of Education. The general topic will be "Social Aspects of Business

Education. The Economic Motivation of the Social Studies." J. L. Holtsclaw, High School of Commerce, Detroit, is Chairman of the Committee. Reservations should be sent to Hotel Statler, Detroit, before noon of November 29. Tickets \$2.00.

F. B. Moore, President of Rider College, Trenton, New Jersey, and also President of the E. C. T. A. for 1923, was tendered a dinner at the Stacey-Trent Hotel on September 27 in honor of the completion of 25 years as a Commercial Educator in Trenton. At this dinner a letter was read from Mr. A. J. Rider, the founder of Rider College, with which letter he enclosed check for \$1000 "to be used as a revolving fund to help worthy boys and girls who have more pep than ready funds to dig in for success by way of the Rider College." It is the hope of those interested that the fund will soon be increased to \$50,000. The administration of this fund is to be under the directory of the Advisory Board of the college of which Gen. C. Edward Murray is chairman.

C. J. Gruenbaum, President of the Lima, Ohio, Business College, started off the new school year with a list of sixteen subscriptions which were handed to our Mr. Knock when he was in Lima on September 14.

Miss C. M. Bridgman, High School of Commerce, Vancouver, B. C., sends a club of 31 subscriptions. This school under the direction of Miss Bridgman has been doing excellent work in penmanship for several years, using the Business Educator as a text. Last year a large number of her pupils won the Business Educator Certificate.

W. C. Springgate, Principal of the Oshkosh, Wisconsin, Business College, sent us a list of 20 to the Business Educator, three of which are for the Professional Edition.

Waino A. Lehto, Suomi College, Hancock, Mich., sends us a club of 26 subscriptions for the first of the year.

SUBSCRIPTION RATES

Students' Edition\$1.00 a year
Professional Edition\$1.50 a year
(To Canada, 10c more; foreign, 20c more, to pay extra postage.)

The Professional Edition contains 8 pages more than the Students' Edition, these being devoted to articles of special interest to Commercial and Penmanship Teachers. All the specimens of penmanship, and all the advertising are in both editions.

ANNOUNCEMENT

Francis B. Courtney of Detroit, whose wonderful skill with the pen has earned for him the title of "Penmanship Wizard," and who is also widely known as one of the leading Expert Examiners of Question Documents, has generously favored The Business Educator with fourteen pages of masterfully written signatures.

Beginning in our December number, these signatures will appear, and a plate or two, each containing five signatures, will follow in each succeeding issue. Students of penmanship who possess a spark of the fire of penmanship ambition will find that these fascinating combinations will fan that spark into a flame.

Then we will be surprised if the old timers who have laid away their fine pens will not again take a good grip on an oblique and revel once more in delicate light lines and bold shades. All are invited to participate in this penmanship feast, and we should be pleased to see the results from all.

If students of penmanship generally show their appreciation of these signatures by doing their best to master them, we feel very confident that Mr. Courtney will see to it that other plates will follow after the fourteen have appeared.

Mrs. Elizabeth Landon, Director of Penmanship in Binghamton, New York, encourages her teachers to subscribe to the BUSINESS EDUCATOR. A club has just been received for this year, totaling 53.

James E. Brown, Bryant & Stratton Business College, sent us a club of subscriptions at the opening of the fall term. Mr. Brown will be remembered as the winner of the prize offered for the best page of ornamental writing in our contest last year. His specimen was published in the September number. Watch out for Mr. Brown and his students in this year's contests.

Change of address should be requested promptly in advance, if possible, giving the old as well as the new address.

Advertising rates furnished upon request.

The Business Educator is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.

The BUSINESS EDUCATOR

ARTHUR G. SKEELES - - - - - Editor
ORACE G. HEALEY - - - - - Contributing Editor
W. BLOSER - - - - - Business Manager

Published monthly (except July and August)

By THE ZANER-BLOSER CO.,
612 N. Park St., Columbus, O.

Copyright 1922, by The Zaner-Bloser Co.



EVERYDAY PENMANSHIP

By JOHN S. GRIFFITH

302 W. 61st Street, Chicago

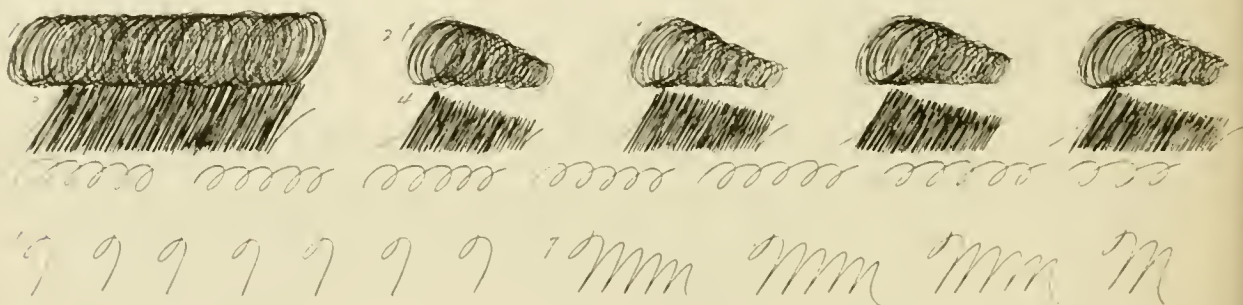
Penman, Englewood Business College

SEND SPECIMENS of your work to Mr. Griffith for criticism. Enclose 25c—worth more.
TEACHERS sending specimens from ten or more students should remit 10c for each specimen.

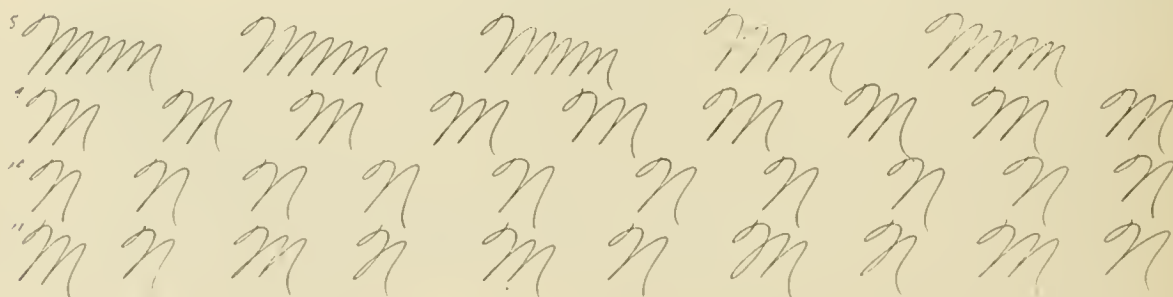
NOVEMBER

In my discussion of the work in the October issue I asked you how much you were going to take out. Perhaps this story told by a Mr. Brown will interest you:

A preacher was asked to give a sermon at a church one time and when he gave the sermon he had his little daughter accompany him, and as they entered the church they saw a small collection box over which a sign read, "Give liberally." He and his daughter dropped forty cents therein and after he had given a delightful sermon the members of the congregation decided to give him the contents of the collection box. The box was brought forward and the contents given to the preacher, which amounted to but forty cents. The little daughter noticed that their contribution made up the entire collection, so she said "Daddy, that's the money we put in the box; it isn't much, but if we had put in more we could have taken out more." And so it is with one's efforts in penmanship, he usually takes out what he puts in.



Lesson 1. Indirect exercise $\frac{3}{4}$ space. (2) Indirect exercise diminish the size as the arm moves rightward about 10 counts. (3) Push, pull $\frac{3}{4}$ space. (4) 3 diminish the size as the arm moves rightward. (5) five counts. (6) 1-2. (7) seven counts.



Lesson 8. Review number 7. (9) 1-2-3-4. (10) 1-2-3. (11) 1-2-3-4, 1-2-3.

HONOR ROLL FOR SEPTEMBER COPIES

Many fine and encouraging sets of papers have been received from various ones following my copies. My honor roll is as follows: G. B. Dailey, York, Pa.; H. A. Hillger, Chicago, Ill.; Kelvin L. McCray, Cleveland, West Va.; J. D. Dorrough, Fallurrias, Texas; Beningo Fernandez, San Juan, Porto Rico.

The largest club of papers was received from

E. Malloy and L. Roy, of Chicago; many of that club were far above the average. Miss Irma J. Wilkinson, San Francisco, Calif.; James P. Fogarty, San Francisco, Calif.; Frederick R. Callies, Westakwin, Alberta, Canada; E. E. Allen, Whitehall, Montana; and M. W. Richenback, Port Trevorton, Pa., submitted some very fine papers.

May I not help you to improve your writing?

JOHN S. GRIFFITH.

PRIZE CONTESTS

Letters are beginning to come in for the various Contests. You should be practicing by this time. (See the October number.)

Teachers should encourage their pupils to compete.

¹² a a a ¹³ a a a a a a a a a a a
¹⁴ l l l ¹⁵ l l l ¹⁶ t t t t t t t t t
¹⁷ d d d ¹⁸ d d d d d d d d ¹⁹ d d d d
²⁰ at at ad ad at at ad ad date

Lesson 12. Direct exercise and push pull without lifting the pen, 1-2-3-4, 1-2-3-4-5. (1) count 1-2-3. (14) seven counts. (15) count 1-2-3. (16) count 1-2-3-4; be careful to place the crossing stroke correctly. (17) eight counts. (18) four counts. (19) count 1-2.

21 Anna Omen Candor Emma
Nitro Made Danger Autumn

Lesson 21. Short words given as review of the Capital and small letters thus far given.

22

Lesson 22. Perhaps a large percentage of the pupils following this course are either taking Commercial Courses or are planning to do so, and for their benefit I am giving much space and time this month to figures and signs used in the business world. To be successful in the business office it is absolutely necessary that you write plainly, neatly and rapidly, all figures and such signs as the needs of your position require. (22) count 1-2-3. Employ freedom and strength of line when writing figures.

[illegible]

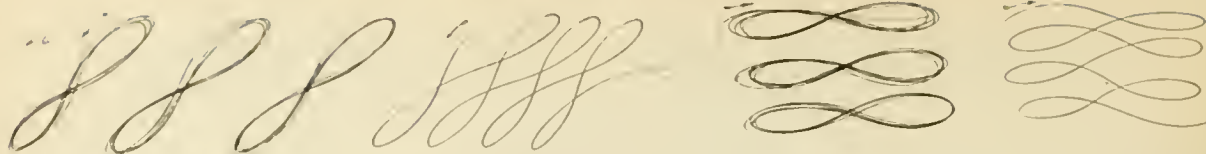
Lesson 23. Count 1-2-3, place the straight line with exactness.

6

Lesson 24. Count 1-2, 1-2. This will also be the last part of the **X**.

2^5

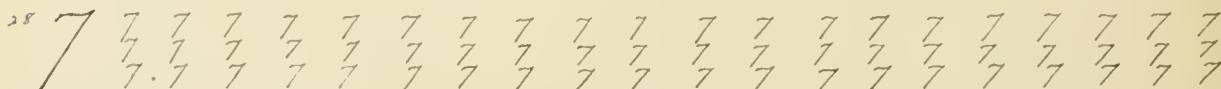
Lesson 25. Dot 1-2 or 1-2-3. This 2 is the better style of 2. Avail the Cap. q style, as most business men are agreed that the latter has served its usefulness in business.



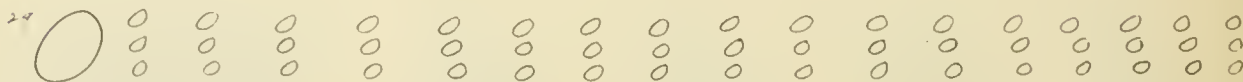
Lesson 26. This is called the figure 8 exercise. 8 is the usual count. It is a splendid drill for developing smoothness of movement.



Lesson 27. Make the 8 as the arrows indicate. Turn your paper upside down and see if this is not a good S.



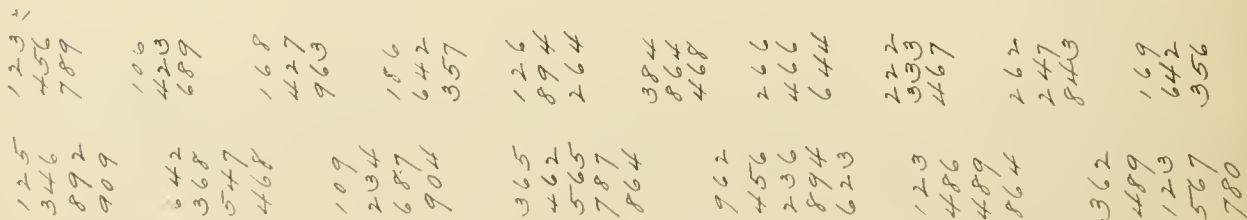
Lesson 28. Count 1-2-3. Notice that the downward stroke ends below the line.



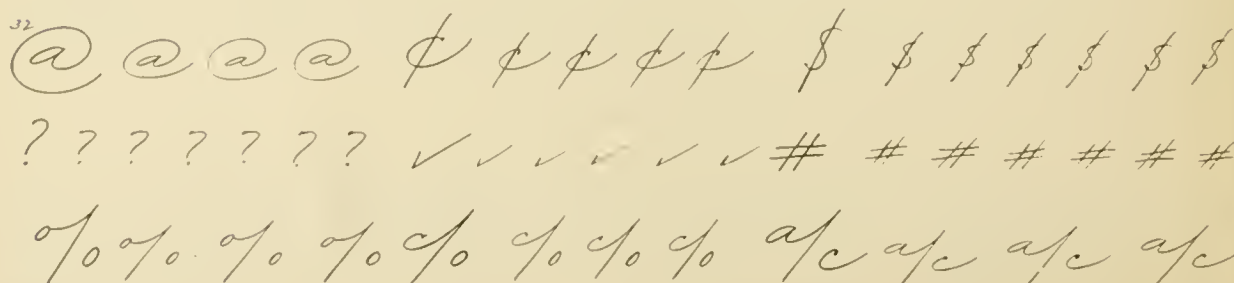
Lesson 29. Count one; make it well rounded.



Lesson 30. These figures were written with a coarse pen. Use them as models. Retrace each figure with a dry pen several times.



Lesson 31. Turn the paper and write between the lines. Endeavor to write three figures to a space.



Lesson 32. Commercial signs, many of which are formed from our letter forms.

Mills' Masterly Lessons in Business Writing

... A fine style of writing is valuable.
 ... Boldness of stroke, smoothness of line.
 ... Curve up stroke well in S and G.
 ... Do not pinch your penholder. Co.
 ... Each R and S should be well
 ... formed. Study these letters.
 ... Force the hand to slide along. F
 ... Get movement into the small letters.
 ... Hold your hand in a good position.
 ... I know I am gaining. Hoover & Co.
 ... Join the letters with great care. F
 ... H. - Finish with two compound curves.

... Learn to do one thing well in life.
 ... Muscular movement, plain writing.
 ... None but good writers need apply. No
 ... Omit all unnecessary lines. Mrs.
 ... Plain writers are in great demand.
 ... Quit not until you learn to write. 2
 ... Reward comes to all who work hard.
 ... Specimen of plain penmanship.
 ... Toil from morning until night. F.
 ... Use the free muscular movement
 ... Value a good hand writing. Union
 ... Write your very best now. Hines.



Lessons in Artistic Penmanship — For Beginners —

By M. A. ALBIN

Principal of the Business School of the Oregon Institute of Technology
Portland, Oregon

Card Writing. Perhaps the first application that the aspiring penman attempts with his skill is card writing. And it is one of the most fascinating of accomplishments of the penman, even though it requires the exertion of his greatest skill. As an income producer it is perhaps the most profitable of ornamental penmanship even in this year of 1922 when the elite of society would follow the decrees of fashion and the ban is on anything except the properly engraved card. But a real professional card writer can write a more attractive card than can be engraved, for after all it is the engraver's conception of penmanship that makes or mars his engraving.

The style of writing I have been given is applicable to card writing if you can refine its scope and volume to make the size appropriate for the card. To be a successful card writer you must master several styles of writing, however.

Ideals. If you write cards to attract the attention of the uninitiated, movement and color must be emphasized—combination that are continuous with interwoven flourish and liberal shade. But if you strive to please those of taste and culture, the dainty plain styles, skillful because of their perfection, appeals most strongly.

In the slap-dash style that catches the eye of the untrained, less accuracy of small letter is overlooked in the admiration of the wonderful curves and shade. In the unflourished card, great skill and accuracy must be combined in smoothness of line and flow of motion. Strive for an appreciation of the latter.

General. First, before wasting cards, review some of the lessons, keeping the style but reducing the size one-half to two-thirds.

Second. Procure a quantity of inexpensive cards of good writing quality of the four standard sizes, Professional, Gentlemen's Social, Mrs. and Miss sizes. (The social sizes are also decrees of fashion and change in proportion from time to time.) Get what is commonly known as "plate" finish. These should be bought for \$1.80 per thousand and small sizes to about \$2.35 per thousand for the larger sizes. Two or three ply is heavy enough. Your printer will cut Wedding Bristol to suit if you cannot buy stock cards. (Your local stationer will charge you from thirty-five to fifty cents for a package of fifty) or, send to Zaner & Bloser Company for the finest kind of writing surface.

Third. Get your ink in fine shape—very liquid and free-flowing—even thinner than you would use for body writing. Use Gillott's Principality for heavily shaded work. Use Gillott's No.

303 or 170 for fine lightly shaded work.

Fourth. Rule your cards at first, until you learn how to keep a straight line and center the name. Use the following method and it will never be detected, as the lines brush off without injuring the surface as an erased pencil mark would:

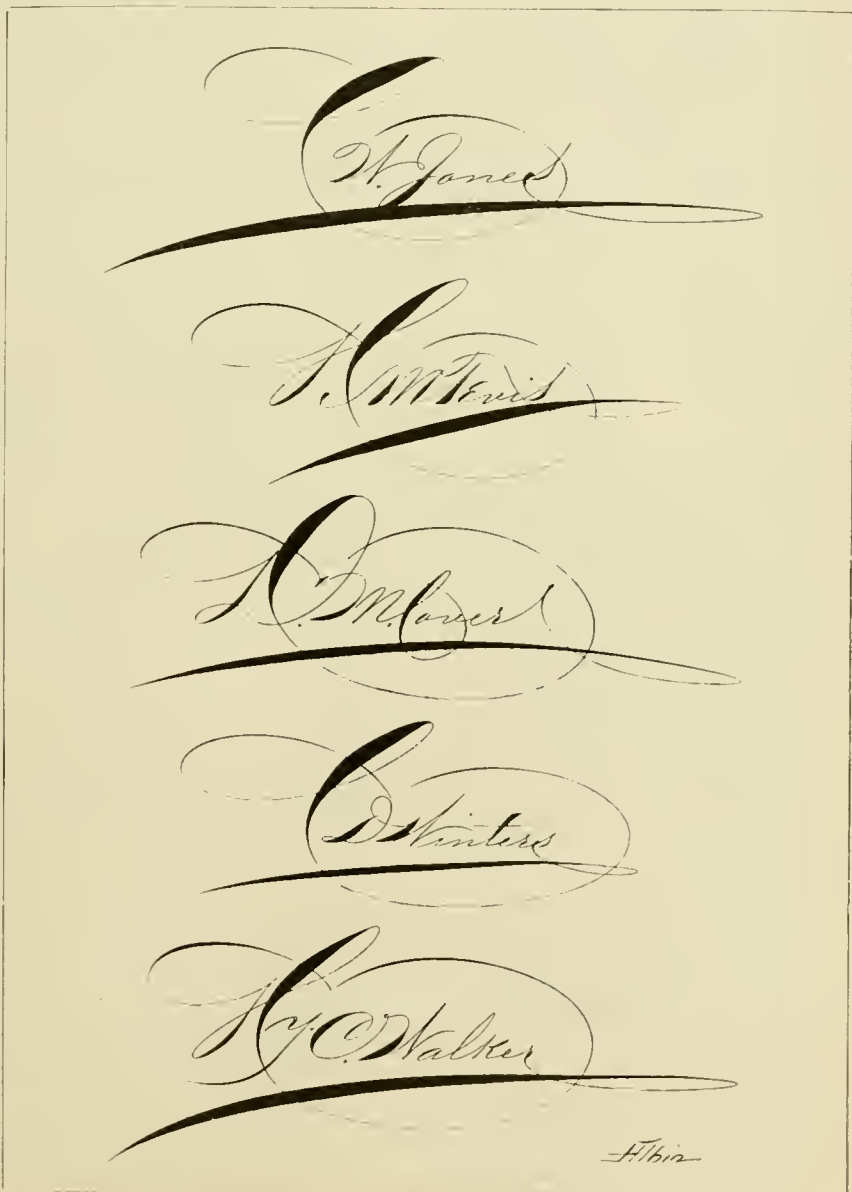
Invisible Ruling. Fold a card of the size you are using from bottom to top within about a sixteenth of an inch of the top. Crease it sharply. Pass a small piece of artist's charcoal over the upper edge of the fold. Slip a clean card between the flaps and run the

finger or thumb nail along the upper flap. Slight pressure will cause the fine particles of charcoal to offset on the card. A half dozen or more can be made from one pass of the charcoal. After the card is written and dry, the charcoal line can be brushed off easily with a clean handkerchief.

N. B. If you fold the card exactly double it places your writing above the center and makes the card look out of balance.

Finally: Keep your pen clean and bright. Use wiper or sponge cup frequently. Dip ink sparingly, but keep the eye of the pen filmed if you wish fine hair lines. Leave plenty of white margin, and learn to write without a suggestion of ruling as quickly as possible. If you wish criticism of your efforts, send twenty-five cents with your specimens.

Read the Prize Contest announcement in the October number.





SAFETY SLOGANS

Think of yourself and the doctor
won't have to think of you.

It pays to think before you act.

A man at work is worth
two in a hospital.

The cost of Safety is only a thought

Success is a habit. So is Safety.

A dangerous man is one who
acts with no thought of consequences
to others.

Be careful now. Tomorrow may be too late.

It is easier to do things right
than wrong and a whole lot safer.

The untimely loss of a tried and
experienced workman affects everybody.

Doing the very best you know
how every time will put you where
you want to be.

Script by G. D. Grisct, Justin, Calif

Handwritten signature: J. H. Albin
Penman

HAND MADE BUSINESS
LETTER-HEADS

Mr. Albin does not have these letter-heads engraved and printed, but prepares each one separately. Here is a suggestion for other penmen not only to have a letterhead that is distinctive, but to beat the printer out of the price of printing. Who can furnish us something else as good?



Teacher's Professional Edition

(Supplement)

Pages 17 to 24, Inclusive

THE COST OF OBLIVION

How much do you pay for being unknown? Herbert N. Casson says that oblivion is one of the most expensive things in business, often costing more than time or labor.

We would all admit that it is expensive for a store or a factory or an insurance agent to be unknown. Every business college pays dearly for the fact that persons who need its courses or who could employ its graduates do not know what it has to offer.

But teachers pay for oblivion too. How much salary has it cost you this last year to be unknown to the persons who wish to employ just such a teacher as you are?

The way to make yourself known is so obvious, too. Practically all the leaders among commercial teachers attend educational meetings. There they come in contact with other teachers and become known to commercial men far and wide.

If you would pay less for oblivion next year than you are paying this year attend every meeting you can. One of the very best is the National Commercial Teachers' Federation which will meet in Chicago December 26 to 29. Accept a place on the program if you have the opportunity. Take part in the discussion if you have anything to offer, and make sure that you meet at least fifty other teachers, including a dozen of the foremost men in the profession.

Then 1923 will find you paying less for oblivion than you are paying this year.

SPECIAL BOOKS OF ORIGINAL ENTRY

The purpose of special books of original entry, of which the cash book, sales book, and purchases book are the most familiar examples, is to save time. No new principle of debit and credit is introduced in these books nor do they give any information which might not be secured if the same transaction were entered separately in the Journal. They do, however, enable us to get much information without going to the work of posting, and they shorten in many ways the time required to enter and post a number of items.

Time is saved through the use of these books in three ways:

1. In making entries.
2. In referring to the entries.
3. In posting.

One of the most important savings of time is in referring to the entry. How much more convenient it is to look up an item of cash received on the debit side of the cash book than it would be to search through several pages of the journal; and how much easier to look for a certain sale in the

sales book than it would be to find the same item in the journal.

In presenting special books of original entry to the bookkeeping class, they should be introduced one at a time. The cash book requires a different method for its introduction from the method used in teaching the sales book.

The following plan is suggested:

Give the students a series of transactions involving only receipts and payments of cash. Have these journalized and cash accounts only posted. Then in the explanation column of the ledger account with "Cash," write on the left hand side the names of the accounts credited for each debit of cash. Do the same on the right hand side of the cash account. This should be done with two or three different sets of transactions until students see that the accounts written on the left hand side of the cash account are the names of accounts that are to be credited from the journal, and the names of the accounts written on the right hand side of the cash account are those to be debited from the journal.

UNIVERSITY TRAINS FOR HOTEL JOBS

A course in hotel management is being arranged for Cornell University. An article in the magazine "Hotel Management" for September gives a description of the course and shows how it will be of value to hotel men.

With a University undertaking to train employees for a specific work such as managing a hotel, there is no longer any excuse for business colleges to say that they cannot train for other specific position such as bill clerk or filing clerk.

R. Scott Miner, for 20 years a representative of the American Book Company, has severed his connection with that company to become a Junior partner of Powell, Garard and Company, Investment Securities, Chicago. His many friends among commercial teachers will be sorry to learn of the change but will hope it means a financial advantage to Mr. Miner.

Ruth E. Murphy, a recent graduate from the Athenaeum, Fort Wayne, Indiana, is Principal of Ledford's Business College, Harrisburg, Ill.

Howard A. Brooks is a new teacher in the Port Arthur, Texas, Business College. Mr. Brooks goes to Port Arthur from Palmer College, Albany, Mo.

A. B. Cox, last year with Steward's Business College, Washington, D. C., is this year with Jamestown Business College, Jamestown, New York.

J. P. Bellamy is the new head of the Commercial Department of the Hartford City, Indiana, High School.

Now Come, Teachers, Friends

To Commercial Teachers Everywhere:

TIME, December 25, 27, 28, 29; **PLACE**, Hotel Sherman, Chicago; the occasion, one of the finest gatherings of commercial teachers in the country.

Make up your minds and make your plans to attend the Twenty-fifth annual meeting of the National Commercial Teachers' Federation. It will be one of the best conventions we have yet had. There will be something for everybody. Many phases and problems of commercial teaching will receive attention, and **YOU** are invited to participate in the discussions and contribute your share to the general good and for the benefit of all.

The entertainment and social side of a gathering of several hundred lively and enthusiastic commercial teachers will by no means be forgotten.

Come prepared to be interested, instructed, inspired, and entertained, and don't fail to contribute your share to all of these. A person who does not have much to learn must certainly have a great deal to contribute. In either case the cause of commercial education will be benefited, and you personally will have a good time.

Send your check for two dollars in payment of your annual dues for 1922 to the General Secretary, John Alfred White, 818 Monroe St., Gary, Ind. The membership cards are now ready and you will receive one by return mail.

Instead of wondering whether or not you can afford to join this organization of commercial teachers and attend this meeting, you should seriously debate with yourself whether or not you can afford to stay away — the affirmative wins, and you come.

John Alfred White, Secy.

TENTATIVE PROGRAM

Gregg Shorthand Federation Convention, Hotel Sherman, Friday evening, December 27, 1922

In conjunction with the convention of the National Commercial Teachers' Federation.

A program of unusual merit has been provided. The president, Mr. C. M. Yoder of the State Normal School, Whitewater, Wisconsin, will not only review the work of the Federation in the past but will offer some suggestions as to how the organization can be of greater service to its members in the future.

The president's remarks will be followed by an address by Mr. Gregg. During the past year Mr. Gregg has been very active in the school room and has many new and helpful suggestions to offer as the result of his recent observations.

Mr. Harold H. Smith, Educational Director for the Gregg Publishing Company at New York, is preparing an unusual combination talk and demonstration. Recently Mr. Smith visited every important city in Great Britain, demonstrating American methods of teaching shorthand and typewriting. His observations on British schools will be of more than ordinary interest.



MENTAL MEANDERINGS

By CARL MARSHALL
Weichtpec, California

The Student as a Study Subject

Some humorist has said that boys are like boils in that no two of them ever pop up in the same place, and each requires a different kind of a poultice to bring him to a good head. The problem of education, like ancient Gaul, is divided into three parts: (1) The teacher; (2) The being to be taught; (3) The things to be taught. In a recent Meandering, I have discussed the teacher and his success qualities; this one deals with the living raw material that comes to the teacher's shop. Some of it is raw enough, but mostly workable and—always interesting. The teacher who is not interested in boys and girls as a study, would better tear up his diploma and try something else.

The worst thing about the average school is its inflexibility. It is too much like a turning lathe that functions as a shaping device for converting so many cylindrical sticks into chair-rungs, newell posts, pilasters or what not, instead of being like a fruit parer, which adapts its cutting edges to whatever may be put into it, whether a bell-flower, a rambo, a pippin, or a sheep-nose. That teacher will do the most good who can, without disrupting system entirely, put most yield into the machinery. Of course, I do not mean that he should work himself into nervous prostration trying to compound a separate poultice for each one of the boils. That isn't practicable; but he may at least find out whether the poultice he is using is getting results, and if not, why not. There is generally a reason for nearly all human phenomena if one only keeps after it.

I once heard W. N. Ferris tell about a student, a likable boy of good intelligence, who came to him for a business education. Pretty soon it developed that the young fellow was failing completely in his bookkeeping, and was not much better in arithmetic. The under teachers diagnosed the case as plain laziness more or less shot in with general good-for-nothingness. Pleading, shaming, scolding—all the usual remedies failed to reach the boy, whose papers kept on getting worse. One day the culprit was caught in the act of perpetrating a comic picture, of which President Ferris was the unwitting subject. The irate teacher ordered the lad to the office, submitting the picture as Exhibit A in the indictment. The scrawl was neither pretty nor complimentary, but Mr. Ferris had both the insight and humor to see in it something that had quite escaped the instructor, viz., that the young fellow was a born artist. As the result of a

friendly and sympathetic talk, Mr. Ferris persuaded him to chuck his business course and take a job with a Grand Rapids newspaper, where he could learn cartooning. Today, that boy is one of the cleverest and highest salaried cartoonists in America. A business course was the wrong poultice for him, and he was in luck to find a teacher with the sense and unselfishness to head him the right way.

The history of education is full of such cases. Human nature is a rather plastic thing, but it is not plastic enough to make lawyers and doctors and preachers out of material that was intended to be worked up into farmers, mechanics or salesmen.

Just for the fun of contradicting the old adage, a whimsical synthetic chemist not long ago actually produced a silk purse from a sow's ear, but the process is not commended to the silk factories. When our schools learn to sort out and put to varied uses the diverse raw material that is dumped at their doors instead of running it all through the same vats and machinery, education will cost less and mean more. A good start might be made by including in every college faculty a few good vocational experts.

There are other values of course attaching to that keen insight into youthful human nature that every teacher should try to attain. This insight is the soul of school management as well as a prime aid to the art of giving instruction, and inspiring the student to put into his work his own best efforts. Nothing so heartens a student as to feel that he is really understood by his teacher. It was this quality rather than supreme scholarship that won for Mark Hopkins the famous tribute of President Garfield. Almost any clever classroom coach can cram up a lot of youngsters with book stuff, but it takes the understanding teacher to get something out of the boy himself.

Trees of the Coast Range "Poems are made by fools like me, But only God can make a tree," sang Joyce Kilmer. Ever since my rather dreary childhood out on the bare prairies of Kansas, I have had a warm place in my heart for trees. I can understand why those rough-hewn old Druids carried on their mystic rites within the deep shade of the sacred oaks. Also, I do not need to have it explained to me that the hand-clasp of forest monarchs across dim sylvan spaces of the Black Forest gave rise to the Gothic arch, the most impressively beautiful thing in all architecture.

For the foregoing personal reasons, I am going to try to please you, and incidentally myself also, by telling you

(Continued on page 22)

THE PASSING OF CHARLES A. BURDETT

(E. M. Huntsinger has been for years prominent in the field of commercial education. The last few years he has not been actively engaged in the work, but he still retains his interest in men and measures connected with commercial schools. He was one of the most intimate friends of the late Charles A. Burdett, and it is, therefore, a pleasure for us to present this tribute. Mention of the death of Mr. Burdett was made in our September number, but we did not have space for a longer article.—Editor.)

The distinguished school man, Charles A. Burdett, president and co-founder with his brother Fred H., of the famous Burdett College, Boston, Mass., died on July 4th, aged 64. He will be missed by the profession, for he clearly stood in a class by himself as a business school man. That he was a leader goes without saying, and that he was unafraid to venture on new lines is an established fact. That he had a keenly analytic mind is evident in all



he did, for he was exceedingly quick to see through a proposition and to sort its gold from the dross. It is not out of place to compare the brilliancy of his mind with that of the late S. S. Packard.

Mr. Burdett was courtesy itself, and every inch a man—an upstanding figure in the profession to which he devoted his best energies and made such a signal success. He saw the good in others and extended the helping hand as well as the generous one. Those who knew him best realize that he was a modest man, a brilliant companion, and in men's gatherings he was a favorite and always happy to be of service; he delighted to come in touch with the keenest of minds and had a readiness of speech which made him a favorite. Although frail in body he was an omnivorous worker mentally as well as manually, for he was never idle. When his mind was tired he found relief in the dexterous handling of the tools of the artist wood carver as one quickly recognizes in the ornaments of his fine and chaste residence. He was also a master penman and an exceedingly fine designer, proof of which is abundant in the college and the Burdett home.

(Continued on page 20)

Department of PUBLIC SCHOOL WRITING

Frank H. Arnold, Supervisor of Penmanship, Spokane, Wash.

The article on Exchanging Specimens, promised in the October issue, will appear later.

No. 4

Shall the Supervisor of Writing Be a Real Supervisor or Shall He Be Merely a Special Teacher of Writing?

At the outset of this article I wish to make a few clear statements as an introduction. I desire to say first of all that what I shall write are solely my own opinions; that the editor of this magazine is not in any way responsible for any of the things that I shall say, and may not agree with my conclusions. I have no desire in the least to "step on the toes" of any supervisor, but I believe away down in my heart that there are some things that ought to be said about supervision, and I am going to say them in as agreeable a manner as I can.

I am now going to make the somewhat startling statement that in my opinion many so-called supervisors of writing are not supervisors at all, but are only special teachers of writing who attempt to do the impossible. No supervisor can teach thousands of boys and girls to write. The main work must be done by the teachers who have these boys and girls day by day in their classes. If the teacher cannot write any better than the children she is trying to instruct, and if the supervisor has no power to compel—yes, compel, if it needs be—the teacher to learn to write, then the so-called supervisor is little more than a special teacher of writing.

If the supervisor is going to be a special teacher, then where a city now has one or two supervisors, this same city should have them by the score. This is the only way that such a plan will at all work.

Not many months ago an assistant supervisor of a large city told me that neither she nor the principal supervisor of that city had the power to ask a teacher to present a lesson so that the supervisor might observe the methods used. It seems that the supervisor is supposed to do all the teaching when he visits the buildings in that city. I cannot think of a poorer plan than this. How is the supervisor going to give any real help to a weak teacher unless he sees this teacher actually teaching? What is there of a supervisory character in visiting the teacher, giving the lesson, and then departing? If this is supervision, then every teacher is a supervisor and should be paid the salary that a supervisor is supposed to get.

The main work of the supervisor should be with teachers. It is his business to see that teachers are properly trained, if they come to him without adequate training. It is a pity that all of the normal schools of the country do not properly train teachers to teach writing. It is as much their business to do so as it is to train teachers to

teach reading and arithmetic. But there are theorists at the head of many of our normal schools, and they quite often look with horror on one who writes a fairly good hand; they look at such writing and have visions of "character and individuality" being destroyed. Everything that renders writing poor and illegible is "individuality" to their academic minds.

But I shall deal with "individuality and character" in another article and shall not, therefore, say more about it here.

A good friend of mine told me this story of a supervisor that he knew. He said that this supervisor was given a desirable position in a large city. This supervisor felt at the outset that he had to make good; that the writing of that city must show a decided improvement. He took a bold course, for he went to the superintendent of schools and said, "Am I going to be allowed to require the teachers of this city to prepare to teach writing? I cannot teach all the boys and girls in this city to write. The teachers must do that. I will not be held responsible for the writing of this city unless I am given power to see that the teachers learn how to write." It took a brave soul to say that, for many superintendents will not allow supervisors that power, but this supervisor was absolutely right.

I say most emphatically that if a supervisor is to be anything more than a special teacher of writing, he must be allowed by his superintendent to require his teachers to make adequate preparation to enable them to write a plain, legible, rapid handwriting. He doesn't have to be tyrannical toward his teachers; he doesn't need to arouse any unnecessary antagonisms, but he must take a firm stand and "fight it out on this line if it takes all summer." If he doesn't take such a stand, his poor teachers will undo or counteract the things his strong teachers have worked conscientiously and laborously to accomplish. There isn't any doubt about that. Every real supervisor knows that I am telling the truth.

But some supervisors may say, "My teachers make preparation to teach writing without my making any requirements." If such a statement is true, you are a wonderful supervisor, but you have missed your calling. You should have been an evangelist or a minister. If wholly by love and gentle persuasion you can call some writing sinners to repentance—hard-boiled writing sinners, mind you—you should use your talents to save fallen humanity; your persuasive powers are indeed great.

Let us think seriously about this matter for a minute. Would the teacher when she is taking her college or normal school course take every subject

required by the school, if the matter was merely left to her discretion? Wouldn't there be some subjects that she would omit, if she could graduate without them? Most assuredly so. Gentle persuasion would not always work in a case like this, and it will not always work with any supervisor. You can't tell me that all your teachers will prepare without your making any requirements. I know better. My experience has taught me better. The teachers of Spokane have the same characteristics that other teachers have. They are no more angelic and no more

(Continued on page 22)



W. E. Moore, born at Llano, Texas, migrated with his parents to Oregon when a small boy. Having finished the elementary schools, it was necessary for him to make his own way at the age of fifteen. From this time on he worked in logging camps and hay fields during the summer months and did odd jobs during the winter to pay his way through schools of higher learning.

Beginning as a teacher of a one room school at Lebam, Washington, he served the Evergreen state as an educator for fifteen years continuously. From the position as Head of the Commercial Department of the high school and Supervisor of Penmanship at Everett, Washington, he was elected to commercial work in the Technical High School, Oakland, California.

For several years Mr. Moore was Principal of the Oakland Evening High School and Supervisor of Penmanship in the elementary schools. He is now Principal of the Longfellow School in Oakland.

During the last three summers he has had charge of the penmanship classes at the University of California; twice at Berkeley and once at the Southern Branch at Los Angeles. Not fewer than 150 teachers have worked under him each summer.

At present Mr. Moore is chairman of a committee that is making every effort possible to have penmanship at the Summer Sessions of the University of California and the State Colleges listed under the Department of Education with University credit on the basis of other subjects. This also carries the recommendation that the Extension Department of the University of California offer penmanship in a like manner.



MARSHALL

(Continued from page 18)

something about the surpassing trees of this far-flung Klamath country.

The more important ranges of the Coast mountains of this region reach an altitude of from six to eight thousand feet, and their slopes fall away to the Pacific twenty-five to forty miles away, in a labyrinth of canons and rugged ridges, completely forested except for certain bare spaces on the more southern exposures. From October to May, this region is swept by a rainfall of from six to eight feet, the heaviest in all America. On the higher ridges, this takes the form of snow, which lies in massive drifts till late in June or July. All through the succeeding dry season, these persisting drifts feed innumerable small streams that unite in several considerable rivers. These rivers do not flow directly from the mountains, as do the rivers of the Sierras, but trend far to northward, thus adding materially to their length and water-flow. All this makes ideal conditions for forest growth, not alone in the heroic size of the trees, but in number and variation of their types. Favorable forestry conditions are also augmented by the responsive soil rich in the leaf mold accumulated for centuries, the mild winters that know no zero weather, and the long succession of cloudless summer days saved from parching heat by the inroads of nightly fogs and the cool breath of the nearby sea.

Small wonder that Northwest California is a Paradise for tree lovers, hardly approached by any other land in the world. In one brief Meandering, I can only give brief mention to a few of our more striking forms. First of all, of course, comes the kingly redwood, that with royal exclusiveness crowns the abruptly descending slopes near the sea. In a former article I have described these thousand-year giants and the twilight gloom of their sunless forests. Despite the tremendous lumber demands of this mainly treeless state, with its hundreds of cities and towns built mostly of redwood, there are hundreds of square miles of these matchless forests still virgin free from the lumberman's axe.

Back on the summits of the higher mountains, another forest monarch is found, the far-famed sugar pine. This tree rivals the redwood in height and its girth, from twenty to thirty feet in the finest specimens, greatly exceeds that of any other pine. In evenness of texture and fineness of grain, its wood is unrivaled. It is used almost exclusively in the manufacture of matches. This tree bears a cone a foot or more long, and weighing six or eight pounds. It has an unpleasant habit of falling at any and all seasons from its dizzy heights, and woe to the luckless animal that gets in its line of descent. John Muir tells of a large grizzly bear that was pierced and instantly killed by one of these forest projectiles.

Down near the ocean shore is another giant tree, the Sitka spruce, that ranges far up into Alaska. The firm light wood of this greatest of the

spruces is unsurpassed for aeroplanes. With its smooth lofty trunks straight as granite columns, and gown'd in its leathery fringed foliage, it is indeed a noble tree. The fogs and salt spray of the sea are its breath of life.

Other great conifers are the incense cedar, the chief lumber tree of the Puget Sound region, but frequent here; the lofty Douglass spruce, the commonest as well as the most useful tree back from the coast; the bull pine, much resembling the southern or Georgia pine, but larger; the lovely silver fir with its symmetrical form and fragrant foliage, found chiefly on the higher mountain slopes; the lacey-leaved hemlock, the yew, prized of the Indian for his bows, the red cedar, and lastly, the digger pine of the hot interior river valleys, with its mammoth cones as large as a milk pail, and its long olive hued needles.

California is almost tropical in its wealth of evergreen trees and shrubs. Heading the list is the strikingly beautiful madrone. Imagine a sycamore with leaves like a magnolia, and its smooth mottled trunk a rich cinnamon red instead of the sycamore's greenish olive. Then, for the sycamore's fruitage of brown golf balls, substitute festoons of scarlet berries that keep the madrone aflame till after Christmas. Bret Harte has immortalized this glorious tree in one of the most charming "tree-poems" ever written. The madrone is very common all over the northern mountains and foot-hills; it is not a lumber tree, but it makes the best charcoal known, and is a most desirable firewood.

A near rival of the madrone is the California bay or pepperwood. It is a tall, graceful evergreen with shiny lance-shaped leaves, which are so redolent of a pungent aromatic oil, that even when green they will burn with the fervency of celluloid. The fine-grained creamy-white wood of this charming wood makes beautiful furniture, and it yields a rich crop of nuts too bitterly astringent for human delectation but eagerly devoured by the mountain pigs. Porkers fattened from pepperwood mast develop a lard as hard and firm as tallow.

None of the eastern varieties of deciduous trees are found in California, except the oaks, and these, of which there are several types, are of species different from the eastern forms. Several are evergreens, but the most important is the tanoak, highly valued for its tannin, as well as for its timber, and along the Klamath, especially, for its bountiful supply of large rich acorns, once the chief food supply of the Indians, and now the main dependence for the subsistence of their half wild hogs. This mountain pork fattened from a mixture of acorns and peppernuts, and cured with smoke having a dash of the pepperwood in it, is the last word in bacon and ham for folks who know.

But I did not intend to dwell upon the material values of these magnificent forests, important as these may be to the class in commercial geography. Their appeal to me lies in their almost

jungle-like wildness of tropical beauty, in a setting of azure seas and distant snow-capped mountains softened in amethyst haze, and deep gorges all about sending up a sleepy murmur of frothy waterfalls to blend with the Aeolian music of the pines. In one more week from this writing I shall have reached the seventy mark, and according to the dicta of the lamented Dr. Osler, I should be thinking of retiring gracefully to the cemetery, and yielding my place to others. But in the ever-renewing freshness of these mighty forests, I simply cannot face this thought. There is too much of teeming life all about me for any intruding thought of so incongruous a thing as death. Even the old fallen trunks live again in the drapery of vines and mosses that cling to them. The very rocks seem alive and at play with the frolicsome cascades that leap among them. Up from the canon comes an errant breeze that sets the leaves of the pepperwoods to whispering. They seem to say, "Live on, live on, live on!" And so I shall, just as long as ever I can.

C. A. BURDETT

(Continued from page 19)

He was distinctly versatile. That he was a lover of beautiful things is evidenced in every feature of his home as well as the works of art that adorn his residence. But when the vitality began to run low, off he went to his mountain home to restore the battery with new life, and in his vacation home he was a very exceptional host. Being a student by instinct he became interested in the study of Egyptology and made a considerable record, and his skill in design and his power of execution enabled him to sketch in a jiffy the various characters that were so interesting in the study of the hieroglyphics of Egypt.

His life and its accomplishments are an excellent model for aspiring young men to pattern after, for he had a sterling character, was the pink of honesty, had determination to win and the power to hang on until the results came; he was fair in all dealings and displayed a degree of industry seldom equaled. As a business school man he was unusual in planning his advertising for it was saturated with the artistic, and his colorful language appealed to the good judgment of the parents as well as to the interest of the young men and the young women who were to attend the school. He was not afraid to venture on new lines if he thought that was to better the product of his school room, hence he was in many instances the leader in the profession.

The Burdett School is a monument of his gigantic efforts for the past 43 years. Charles A. Burdett gave the best of his life to the upbuilding of the school, and so will F. H. Burdett as he continues to steer the institution in the unknown future—for they both had the same purpose in life and worked to the same end from the very beginning.

E. M. HUNTSINGER,
Valley View, Penna.



Advertising a Business College

By HARRY M. BASFORD,

Business Manager of the National Advertising Service Company
1424 Lawrence St., Denver, Colorado

No. 9. How Some Schools Advertise

The value of experience has often been emphasized in these articles; advertising experience is vital to advertising success. The inexperienced advertiser cannot hope to make a signal success by guessing right. He is far more apt to guess wrong, sometimes time after time in trying to solve the same problem. Experience must be paid for in some way, and there is no free tuition in the school of experience.

All this is merely introductory to my central thought that we can, however, profit from the other fellow's experience if we are humble enough to learn in this way. The pitfalls and snares that abound in the field of business college publicity are common to most schools in every part of the country. You have about the same conditions confronting you as the school man in some distant state. Local conditions may differ and do, but the general conditions are the same.

It is always interesting to see and learn how other schools advertise, particularly if the advertising is unique and attractive. It is not necessary to copy their ads in order to profit from others' ideas, but they should be suggestive, and the principles involved can often be turned to good account in various ways.

Substantial results are sometimes accomplished by what may be termed indirect methods of advertising. One school uses such means to induce enrollments by co-operating with its students in publishing a school paper. This is strictly a student publication, edited and managed by the student body, but the schools buys and pays for a certain amount of space in each issue and then purchases a quantity of papers of each issue. The space of the school is filled with advertising matter, both display and reading matter, which harmonizes well with the editorial and news matter of the students' activities. This arrangement has the merit of presenting the school and its policy from the standpoint of the present students, and is certainly valuable for this reason. The copies bought by the school are sent to prospective students as a part of the follow-up campaign to interest them sufficient to induce their enrollments.

Some schools recognize the fact that parents and guardians have much to do with the selection of a school for the young people under their care, and a folder to these parents or guardians should be effective in presenting certain points in which they would be more interested than the prospective student.

A folder for this purpose shows the following paragraphs in connection with the cover design reproduced:

To Parents or Guardian

WHEN YOUR BOY OR GIRL LEAVES HOME



*Then is the time you want to
be sure you have selected
the right school*

Cover design, originally printed in two colors, of a four page folder designed especially to impress parents and guardians. This was used with the copy printed below.

It is a critical time in the lives of young people when they leave home for the first time to attend school. No matter what the home training has been, the character will be greatly influenced by their lives in a school removed from the home town.

Parents and guardians usually decide what school shall be entrusted with the responsibility of training the youths under their care and the problem of choosing the right school is one of great importance. In view of the far reaching results of such a momentous question as choosing a school, we have prepared this folder to help you decide correctly.

First of all you want a school where you know your sons and daughters will be surrounded by good influences; you want them to gain in character as well as knowledge and mental training; you want them to get practical education that will be of real value to them in the years to come and that will make them independent.

A business school like this fulfills all these requirements. While we specialize in business training, with courses covering all kinds of office work, the training of the school is by no means limited to this work. Students are also taught initiative and are trained to use good judgment, while the social side is not neglected.

You expect a school to accomplish many things that you cannot do yourself for those young people in whom you are interested. We feel this responsibility and we are able and ready to do our part in preparing young people to take their places in the world with credit to themselves, to you, and to the school.

Another good idea to impress prospects with the ability of the school to prepare them for good office positions was successfully made use of by an institution that prepared and sent out a four page folder called "Proof." This was practically filled with testimonial letters from former students telling of the positions they were filling and the salaries they were receiving as a result of their commercial training. A long list of the names and addresses of graduates, with their present positions, was also printed, the advertising being a strong presentation of the very best kind of evidence proving the value of the training offered by this school.

Many schools ask their students and alumni to furnish the names and addresses of young people of their acquaintance who might be interested in a commercial course, and this co-operation might be carried a good deal farther, as one school man suggests. He says that he takes the students into his confidence and invites them to help him prepare the advertising matter for the school. Even if their work and suggestions are sometimes of little help, he gets their interest in the campaign in this way and this interest brings results indirectly. The plan has the further advantage of helping to develop the students along broad lines and to bring out any latent ability along advertising lines. A student's interest might be so quickened, combined with natural ability, as to lead to a successful career in some publicity line.

Where there is a course in advertising, this idea of having students help with the school advertising is of particular importance because it is so practical. It enables the students to see their worthy efforts actually reproduced as part of an actual campaign. This stimulates their ambition to progress and is an ideal method of teaching such a subject.

A school of my acquaintance in a large city uses the entire back of its letterhead for advertising matter, describing some of its courses and even adding a return coupon to be filled out and mailed by the prospect. Carrying this idea a step farther is the four page letter circular or letter catalogue, as it is called. This is a sheet twice the size of a letterhead, having four pages. The first page is the letterhead for the letter, either dictated or form letter. The other three pages are used for catalogue matter, illustrations, etc., thus



This picture tells its own story and the title suggests the kind of copy that goes well with a design of this kind.

presenting some of the salient points of the school in a manner so closely connected with the letter itself that they cannot be lost or mislaid. Many other lines of business are using this method of getting their message across, and it seems to be particularly well adapted to business college use.

Many schools work through public school teachers in getting new students, soliciting the teachers' help in recommending the school to students who are leaving the public school and might be induced to take a commercial course. This is susceptible of good results if the matter is undertaken in the right way. All must admit that teachers have a tremendous influence on the students under them, and in many instances a teacher is doing the student a real favor in recommending a course in a good business college.

The favor of teachers is therefore constantly sought, and many different

WHY USE THREE FORMULAS?

Wm. L. Crandall, Pasadena, Calif.

Military Academy

Why do so many students fail to comprehend the basic processes of percentage? Is it because they do not understand the meaning of multiplication where the multiplier and multiplicand are different numbers? Is it because the terms, Base, Rate, and Percentage are not realities to them? Or is it because we have been using a scientific formula in an unscientific manner?

In my opinion there are not three different formulas but three different elements in one formula $B \times R = P$. We have here here a scientific expression of $\text{Factor} \times \text{Factor} = \text{Product}$. Preparatory practice with factors and products, using such equations as:

$$\begin{array}{lll} 8 \times 3 = ? & 90 \times 6 = ? & 60 \times \frac{1}{2} = ? \\ ? \times 3 = 24 & ? \times 6 = 54 & ? \times \frac{1}{2} = 12 \\ 8 \times ? = 24 & 90 \times ? = 54 & 60 \times ? = 12 \end{array}$$

will show the student that there are three terms, two of which are always present and a third to be found by completing his equation.

When enough of this preliminary work has been done to fix the habit of completing the equation correctly I take up the formula $B \times R = P$, placing it on the board in exactly that form and never in any other. Perhaps you can recall the pangs of mental confusion and the sinking spirit with which you struggled in deciding whether it was $B \times R = P$ or $P \div R = B$ or $P \div B = R$ that applied to the particular problem to be solved. Why not have one equation, one manner of expression, one formula and no more? Then we can apply our knowledge gained by practice in completing the equation and finding the missing term.

We must teach very clearly what is meant by Base and Rate as terms in our equation, and why they are always factors. We must explain Percentage and why it is always a product. Then the solution of a written problem in Percentage where no type problem is given will become a real exercise in thinking through one equation rather than a guessing process in a Chinese puzzle. I use in teaching my classes the relationship of the terms: P is Percentage, a Product you know, B is a Factor and R is also; To find either Factor we always divide As in getting the Product we all multiplied.

CONVENTION REPORTS WANTED

Mr. Healey is preparing a brief history of the conventions held by the various associations of commercial educators. He wishes to procure copies of the reports of the following conventions of the Bryant & Stratton "Chain": 1864 and 1866. Also copies of the reports of the meetings held by the Business Educators' Association, as follows: 1878, 1879, 1881, 1885, 1891.

Possibly some of our readers associated with the other business schools may be able to supply some of these; if so, communicate with Mr. Healey direct. Address, Horace G. Healey, 120 E. 184th St., New York City.

PACKARD

(Continued from page 24)

tery, Brooklyn, all that was mortal of him who once said, "It is the dearest of all my hopes that when my career on earth is done and I no longer pass in and out before the boys and girls of Packard's Business College, I shall still be sweetly remembered by a few hearts as one who tried while living to make other lives than his own better and fruitful."

(Continued from page 23)

the higher positions, one concerns hire an instructor for the work of a certain branch of the business and all new employees are started in this department.

Where the services of an instructor cannot be had the office manual may be used very successfully.

(Continued from page 19)

contrary than the teachers of Chicago, Dallas, or Duluth. (I am merely using these cities as illustrations. I have never been in any of the cities mentioned, and know nothing about the writing problems in these cities.)

I believe that every supervisor should require his teachers to acquire a handwriting that will at least grade 80%. This should be the minimum requirement. And a supervisor is not using good judgment who issues his own certificates and passes upon his teachers' papers. It is far better for the supervisor and for the teacher to have the papers graded by disinterested authorities. If a plan like this is followed, the teacher can have no grounds for accusing the teacher of partiality. A certificate granted by the publishers of the system of writing you teach in the schools is the most desirable kind of a certificate. Such a certificate means more to the teacher, and it means more to some other supervisor, if your teacher takes a position elsewhere, than any local certificate that you can issue. I never accept for credit the certificate of any supervisor, but I gladly give credit to the certificate issued by any reliable penmanship publisher.

I am going to be quite honest with you, and tell you that I do have a city certificate in writing that I give to a few teachers. There are a few teachers in any system that cannot possibly meet the required conditions for the granting of a certificate. Every city has a few of these teachers. After these teachers have made an honest effort to comply with my requirements, this certificate is issued, but no city needs to have more than five per cent of its teachers unable to meet regular requirements. The city certificate should certainly be only a special certificate for special reasons—ill health, old age, left-handedness, etc.—and the main certificate should be the genuine "blown-in-the-bottle" kind that are issued by every reputable penmanship publisher.

In my next article I am going to pay my respects to the fellow who continually shouts "individuality and character" when the subject of handwriting is mentioned.



"Looking Ahead." One type of illustration designed to accompany inspirational copy for newspaper advertising or in other mediums.

kinds of inducements are offered to get their support for the various schools in the territory where the teacher is located. One of the neatest favors that I have noted was in the form of a very attractive little book called a "Shopping List" that a school sent to all the teachers who were to attend a teachers' convention from the many smaller towns tributary to the large city in which the convention was held. The wife was accompanied by an invitation to call and visit the school when in the city.

Most schools maintain an employment bureau in some form, to place graduates and qualified students in positions, but a Northwestern business college opened a Teachers' Bureau for placing teacher-students in school positions. This school specializes in special courses preparing teachers for commercial teacher positions, and this employment bureau was an important part of the plan. No charge was made for placing teachers in positions through the bureau, providing they received their training at the school. This exchange kept in touch with school boards and superintendents of schools in its territory, and also found places for its graduates as teachers in other business colleges.



The Teaching of Office Methods

By JOHN C. EVANS

Lecturer on Office Management, New York University

KNOWING HOW TO HANDLE THE MAIL

As the Mailing Department is the first point of contact between outside customers and the inside office, it should be at work early enough to have the mail in the hands of the correspondents and officials at 8:30 or 9 o'clock when the office is open for work.

Where the Mailing Department handles all the incoming and outgoing mail of large organizations one can readily appreciate the vast amount of work to be done. To facilitate the handling of mail and to do the work most economically, electric machines for opening envelopes, electric sealing and stamping machines, weighing scales, etc., are used. The electric machines are valuable time savers. It has been found that as many as 7,000 to 15,000 envelopes can be sealed and stamped in one hour, and the work can be done by an ordinary office boy or girl, instead of eight or ten clerks. The sealing and stamping machines also record the number of stamps used, and in this way serve as a check on the stamp account and avoid loss which has frequently been due to stamps being stolen by untrustworthy boys who have been known to sell stamps to brokers. Some of these machines also perforate the initials of the company on the stamp as the envelope passes through the machine, and this serves further to insure against stamps being used for other purposes.

Another splendid aid to the Mailing Department are the racks which are used to sort the mail before it is distributed to the various departments, and for assembling the mail before it is sent out to the Post Office. The racks may be arranged to suit the special needs of the business and should be placed where they can be used most advantageously. As many as 400 letters can be opened and sorted within one hour. Great care should, however, be taken when sorting mail and the sorting clerks should be very familiar with the functions of the various departments, as a slight delay in forwarding an important letter to an official may result in serious loss or embarrassment to the addressee. It is also a good idea to have a rack or similar arrangement placed near the weighing scales, having separate compartments marked with various amounts, such as, 4c, 6c, 8c, 10c, etc., into which the letters may be placed immediately after they have been weighed. Such a device saves time, as it eliminates the necessity of writing the amount of postage due on each letter after it has been weighed.

The mail clerk should at all times be prepared to make valuable suggestions to heads of departments, officers of the company, etc., as he is more familiar with mailing conditions and gives more

attention to this phase of the work. It may be that in an advertising campaign circulars prepared for enclosures with letters are so bulky that the letters require excess postage on this account. Catalogues are often printed on heavy paper when lighter stocks could be used and result in a saving of postage. Or, if an emergency arises through some hasty decision on the part of an executive who has not taken the mailing factor into consideration, the mail clerk should be ready to inform the executive of the situation.

It is very important to have a systematized messenger service in connection with the work of the Mailing Department, etc. Some of the messengers may be employed to collect the mail from the various departments and to make regular trips to the Post Office, while some of the messengers may be detailed for other work in the Mail Room and scheduled to answer only special calls for messenger service at certain times of the day. The duties of each mail clerk should be definitely outlined and each messenger and clerk should be furnished with a schedule showing just what his duties are, and, in the case of the messenger, the schedule should show the time each trip should be made. In order that the Messenger Service shall render first-class service, it should be carefully planned and controlled.

Mail clerks should be instructed to avoid duplication of mail, and where possible, enclose more than one letter addressed to a certain firm, in one envelope instead of using a separate envelope for each.

To insure against the loss of important mail matter, expensive catalogues, etc., all envelopes should bear the phrase "Return Postage Guaranteed." If there is any doubt about the correctness of the names and addresses on the mailing list the same may be sent to the Postmaster to be checked up. Postmasters will as a rule not decline such a request, as they prefer to check up the mailing list rather than handle mail which has been addressed incorrectly.

The outgoing mail may be scheduled according to the railroad schedule in an endeavor to get the mail out on through trains. This is a very valuable suggestion where a firm has a number of branch offices throughout the country, and where mail is to be delivered at distant points.

All of the work of the mailing department, as the stamping of the mail with the date stamp, the sorting, folding, weighing, sealing and stamping of the enveloped should be so arranged by the chief clerk that the flow of work will be regular and that each operation may be accomplished as quickly as possible.

(Continued from October)

12. Mailing Department

The functions of a mailing department are the same whether the office it serves contains one desk or one hundred.

1. Opening, sorting, and distributing incoming mail to all departments.
2. Collecting, putting up, sealing, and dispatching outgoing mail from all departments.
3. Maintaining messenger service on a regular schedule throughout the office.

13. Patent and Legal Department

Functions:

1. Preparing important contracts and participating in the negotiation and execution thereof.
2. Taking charge of all suits brought either by or against the company.
3. Taking care of all correspondence and negotiations involving any claims or disputes which seem likely to lead to litigation, and settlement of such claims and disputes.
4. Advising officers and department heads on all matters which involve legal questions.
5. Preparation and prosecution of patent, copyright and trademark applications, including the contesting of interferences.
6. Making infringement, novelty and validity searches with respect to patents and inventions.
7. Searching and passing upon land titles and preparing deeds, mortgages, etc.
8. Appealing and assisting in appeals on tax assessments, and passing upon various questions relative to Federal and State taxes.

14. Secretarial Department

The work of this department is to keep the minutes of meetings; to affix the seal of the company on documents which have been executed by officers of the company; to keep all stock books and records, and to issue stock certificates; and to have charge of the Accounting Department in some cases.

15. Employment, Education and Welfare Department

The functions of the Employment Department are to select, train and promote employees, and to keep all records necessary in this work. To carry out its work, it must know just what each job calls for and what tests will prove an applicant's fitness for a particular job. It should also be the function of the Employment Department to look after the welfare of the employee generally, to give him proper heating, lighting, ventilation, etc. In some concerns the Employment and Welfare Department are known as the Personnel Department, and may or may not include the education of the employee.

The work of the Education Department is to train the employee in the work he is doing. Where a concern can afford to hire the services of a competent instructor, extensive courses are given to employees to fit them for

(Continued on page 22)



Beacon Lights of Penmanship

Some Notes on "A Century of Penmanship in America"

By HORACE G. HEALEY, A. M.
120 East 184th St., New York City

SILAS SADLER PACKARD

The First Teacher of Penmanship to
Give Instruction in a Commercial
School

A reader of the history of commercial education during the period from 1848 to 1898 will find one name written in almost every chapter, and that name is "Packard." His qualities for leadership—**intellectual power, charming personality, magnetic manner**—were so striking that, from the first, his position as standard bearer of the fraternity was assured. His talents and accomplishments were so numerous and varied, it would be folly to assign him to any particular branch of the field of commercial education. As teacher, author, editor, school proprietor or public spirited citizen he easily took first rank. One who numbered among his intimate personal friends such famous people as Henry Ward Beecher, Peter Cooper, Horace Greeley and Elihu Burritt, must have been a man of no ordinary ability. Little wonder then that his career as a pioneer writing master, extending as it did over a period of twelve years, has been almost completely obscured.

Always the best penman in the school which he attended, and having had the benefit of the personal instruction of a minister named Barlow, and a traveling penman by the name of Shull, at the age of 16 he launched forth as teacher of the Carstarain system of penmanship, conducting his first class in the year 1842, in Eden, Delaware County, Ohio. The course consisted of fifteen lessons, for which he charged fifty cents for the entire course. This class netted him \$3.75. He at once invested the sum in powder and shot with which to hunt squirrels, for he was a famous hunter in his youth. He continued teaching in Ohio until 1845 when he drove his horse and wagon to Kentucky, where he remained in the vicinity of Carlisle until 1848, teaching writing and painting portraits. He then went to Cincinnati to take charge of the penmanship classes in Bartlett's Commercial College.

Mr. Packard in one of his reminiscences tells how he came to go to Cincinnati. A Kentucky friend of his went to live in that city, and entered upon a course in the commercial college. He wrote to Packard about his work. Packard had never heard of a commercial college but had heard of the other kinds. He thought how wonderful it must be to have a college of commerce. Surely such an institution was needed. He wrote to his friend expressing his admiration for this type of school. The letter was shown to Mr. Bartlett, who was so impressed by it that he at once offered Packard a position as teacher of writing for three hundred dollars a year, with an in-

crease of twenty dollar a year for the next four years. Mr. Packard at once closed up his school, posted a notice on the door, "Gone to teach in Bartlett's College, Cincinnati," mounted his horse and rode away. Arriving in Cincinnati on New Year's Day, 1848, he had a little time in which to visit with his friend, who told him he should receive more than three hundred dollars a year. Packard thought it over that night and the next morning, when he went to the office of the school he told Mr. Bartlett he thought he should receive more. "Well," said Mr. Bartlett, "what do you think you should receive?" "Why," said Packard, "I think I ought to receive as much as three hundred and



twenty dollars for the first year." This somewhat important financial difference was quickly adjusted, and Packard began his work,—the first strictly commercial college penmanship teacher in the United States.

During the little more than two years he lived in Cincinnati, three events transpired which were to dominate to a large extent his entire future career. First, he met and married Miss Marion H. Crocker. Two children were born by this union, a son who died in infancy and a daughter who died at the age of nineteen. Mrs. Packard passed away in New York in May, 1879. The second event, he formed the acquaintance of John D. Williams. This was referred to in the article appearing in the October issue of this magazine. The third event, he met James W. Lusk, star pupil of the elder Spencer, and the man who was responsible for bringing Henry D. Stratton and Packard together in 1850.

After Mr. Packard's marriage he lived for a year in Adrian, Mich., where he taught writing and bookkeeping; one year in Lockport, N. Y., where he did similar work. Then he gave up

teaching for two years and conducted at Tonawanda, N. Y., a weekly newspaper called the "Niagara River Pilot." It was while engaged in the newspaper field that he was sought out by Mr. Stratton, who had been told of Mr. Packard's genius by Mr. Lusk. Stratton induced Packard to enter the business college field with him and Mr. Bryant, the first assignment being in connection with the Buffalo branch of the "Chain." After a few months in Buffalo he went with Stratton and Bryant to establish a college in Chicago. While in Chicago the plan of the organization was formulated. Stratton was to be the outside man of the firm, the organizer; Bryant was to be the local manager, and Packard the advertising manager. He was to write editorials for the local newspapers, prepare text books and do other similar work. His ability as a writer was his chief asset at that time, and the sole reason for his connection with the B. & S. college system.

The Chicago field having been completely organized, Mr. Packard was sent to Albany in 1857 to open another branch; finally in 1858 he came to New York, where his life's work was to be. He remained at the head of the school which he founded until his death, October 27, 1898. His "college," as it was then called, was the first tenant of Cooper Institute. Later it was removed to Broadway, and finally to Fourth Avenue and 23rd Street, where it was best known to the fraternity. It is now housed in a magnificent building of its own on Lexington Avenue and 35th Street.

Mr. Packard married the second time in 1884, his bride being Miss Lottie Hill. Miss Hill had been associated with the college for many years, and was an unusually capable business woman. She passed away in 1904.

In 1874 Mr. Packard adopted Miss Ella Packard, a distant relative, who inherited his estate.

Limitations of space prohibit extended mention of his multifarious activities. **First**, as author of the Bryant & Stratton bookkeeping series, which enjoyed exclusive vogue among commercial schools for more than twenty years, and later of his own series of texts; **second**, as a speaker and lecturer at business college gatherings; **third**, as editor and publisher of various periodicals; and, **finally**, as an active and patriotic citizen in the social, political, and professional life of our great metropolis. Each one of these constitutes material for an entire chapter.

Mr. Packard was born in Cumington, Mass., April 28, 1826. He was the fourth son of Chester Packard, and grandson of Abel Packard, who settled on the eastern slope of the beautiful Berkshire Hills in 1774. He was a direct descendant of Samuel Packard, who came from England and settled in Massachusetts in 1638. Mr. Packard's father removed from Massachusetts to Fredonia, Ohio, in 1833.

On the 30th of October, 1898, there was laid to rest in Greenwood Cemetery (Continued on page 22)



AMBITION TALKS

By Harlan Eugene Read

President Brown's Business Colleges of Illinois



EDUCATION, SEPARATED FROM SERVICE, IS OF NO VALUE

So many poor boys have become famous — or rich, which some would prefer—that there is in some minds a sort of reverence for poverty that amounts to superstition.

Lincoln, Carnegie, Christ, Luther, Vanamaker, Field, Jim Hill, Franklin, Socrates and thousands of other names have glorified the annals of the penniless; while the list of rich boys who have attained success is limited to a few Washingtons and Roosevelts and a slightly larger number of J. P. Morgans and Goulds. This is what has led to a glorification of poverty that is pure fraud.

There is no Divine approval of poverty, in and of itself, and the hardships caused by poverty do not nourish the body. When the wisest man of his time said "Give me neither poverty nor riches" he came nearer the truth than most men have come since. Wealth leads to indolence, and poverty to despair. Too much money chokes, and too little money starves. Both are undesirable because they limit education, which springs from necessity plus opportunity.

Men rise from below because of their education; and no education, no matter how extensive and complete, can amount to much unless it prepares one

for service and gets him used to the idea of work.

The schooling of the average rich young man or woman covers probably two to three times as many years as that of the average poor one. But the practical features in it are usually lacking; and the result is seldom better than the aim; that is, no practical success is attained.

Poor boys are nearly always better educated than rich ones, in proportion to the number of years devoted to schooling.

Education and life are not separated in the mind of the poor boy. He is taught to **work while he studies**—after school, on Saturdays and in the summer; and often he works by day and studies by Standard Oil.

His education is right, because there is no vicious separation of brain and hand. He does not try to learn how to work by separating himself from work for four years or eight. When he goes to college he takes care of furnaces, saws wood, collects doctor bills, or solicits advertising.

Those only succeed who serve; and education that is not life is death.

Poverty is only a spur to learning when poverty is not too deep and pitiless. An empty stomach is only an indirect agent of success. The direct agent is the practical education that poverty makes necessary. The rich

can have it if they will, as well as the poor; but in the nature of things they cannot always see its necessity clearly.

To be successful, you must serve; and service demands preparation thru useful education.

J. H. Bachtenkircher, Lafayette, Ind., believes in giving due recognition to the good work of pupils and schools. Therefore he held a Penmanship Exhibition in connection with the White County Teachers' Institute, and the White County Democrat of September 15, 1922, devote nearly a column to the report of the contest. The interest shown in this contest is indicated by the fact that the announcement of the eighth, **Graded Schools**. An award for the best display of papers from any one winners was made by the county superintendent, while the awards themselves were decided by a committee of five teachers.

Honors were awarded for exhibits at the institute in the following classes: **Ungraded Schools**. Best set of papers from one school. Best executed movement design or page from any one pupil. A first, second and third prize for each grade from the first to the grade, representing all in the room. The best showing from any one school, showing all grades or rooms mounted separately. Best executed movement design or page from any pupil in the grade, showing movements and sentence. This is for grades 1 and 2 only.

There was also a contest for teachers.

Arthur J. Karlen, who will be remembered by many Zanerian students of a few years ago, was married August 29 to Miss Alice Schultz. The best wishes of THE BUSINESS EDUCATOR and of our readers will go to Mr. and Mrs. Karlen.

DIPLOMA LETTERING

S. E. Leslie

Old English is the most popular style for diploma lettering. It is appropriate for use on practically all styles of diplomas. The name should always be centered in the space it is to occupy. Otherwise, the whole diploma design may be thrown out of balance. This centering may be done by sketching the vertical strokes of the letters in lightly with a pencil. After two or three names have been sketched in with a pencil, if one has developed good eye-judgment the sketching may

be dispensed with, and the space that a given name will occupy measured by the eye.

Ordinarily, diploma lettering must be done rapidly in order to be profitable. If the name can be finished completely with the broad pen all the better. If it is required to have accurate work, however, sufficient time and pains must be given to the work to accomplish the desired result.

No. 1. The lettering in this name was finished completely with a broad pen—no retouching of letters whatever. The simple light line flourishing around this name gives it a more

pleasing appearance than No. 2 in which the letters are finished accurately. This name was lettered and flourished in four minutes. The price for this work should be about 35 cents, although some penmen get more and some less for work of this quality.

No. 2. This name was finished accurately by ruling the edges of all vertical strokes with a fine pen (Gillott's No. 170). The spurs were sharpened with the same pen. This style is appropriate for the highest grade diploma. The name should not be flourished or the letters shaded unless this fits in with the rest of the diploma design.

Eleanor Stegman
Louise M. Robinson



A Little of Everything

By CHARLES T. CRAGIN
Holyoke, Mass.

MINCE PIE

If I had a nice fat mince pie, such as my mother used to make, composed of fine chopped up apples, currants, citron, raisins and beet, with a flaky upper crust and an under crust that was not soggy, I would not leave it lying around where any of you readers of this magazine or even the honest editor could reach it, or if I did, I would not expect to find anything but the plate when I went to get it.

Now, this is going to be the story of a mince pie girl. It is a story that was told me twenty years ago, when I was in the old Northwestern Military Academy just out of Chicago, and the man that told it to me was Benjamin Hoover, a wealthy Chicago real estate man, whose boy was attending our school.

I met him in Chicago one Saturday and he invited me to go to lunch with him. He took me to the New England Oyster House and said, "Cragin, you came from the Pie Belt." New England, you know, is what Mr. Kipling called the Pie Belt of the U. S. "I want to show you a real old fashioned New England mince pie."

The New England Oyster House was located in a basement on East Madison Street, I think; it may have been Monroe, under a clothing store, and it was a well known resort. Gene Field, the delightful poet and humorist went there for lunch and gathered around him a choice coterie of wits, humorists, actors, poets, artists, and the like. The place was famous for its fine cookery, and its mince pies were a dream, if you had pretty good digestion; if not, sometimes they were a nightmare. This is the story Ben Hoover told me over our coffee.

A Milkman Eats Pie

"When I was a young fellow, about twenty," said Hoover, "I lived in Blue Island. You know Blue Island Avenue runs right into Chicago. They say it is the longest street in the world, twenty-five or thirty miles. I drove a milk team for a fellow out there. He gathered in milk from the farmers all around and peddled it out along the line into Chicago. It was a nice, breezy job, driving in there when the wind was blowing down from the north over the lake about a hundred and fifty miles an hour, with enough ice in it to freeze a brass monkey or an iron dog. One of my customers along the line, about a mile above Morgan Park, was a family by the name of Martin. The old man was paralyzed, partly, and used to wheel himself around in one of those invalid chairs. His legs were gone but his arms were all right.

"The mother of the family was dead but there were two girls, Katherine and Mabel, and mighty pretty girls, they

(Continued on 2d following page)



A BIT OF AUTOBIOGRAPHY

The editor of the Business Educator tells me he's going to print my picture, which is pretty tough luck for the readers of the magazine. And he wants some information about my past career. Nobody can give it quite so well as I can, though I hate to do it. I hail from New Hampshire, called the Granite state because it consists of granite with a thin plaster of not very fertile soil over part of its surface. My father owned a good granite farm with some sand, gravel and loam on top, and for the first twenty years of my existence I worked harder than I really liked to work to get a living off that farm. I went to high school in the village three miles away and got good exercise for my long slim legs.

I taught school a couple of winters in pretty hard village schools of neighboring towns where it was considered good form to lock the teacher out, put brimstone or red pepper on the red hot stove, or show other cheerful forms of appreciation. There were some pretty tough boys and tougher girls in those village schools, for the girls encouraged the boys to do their darndest. I came through good friends with everybody after a few skirmishes, for there was nothing very vicious about any of them, and I always did have a sense of humor which has helped me wonderfully. I got money enough to go to Eastman's Big Business College at Po'keepsie, N. Y., which was then the largest in the country. We had boys from every state in the Union and from Canada, Cuba, South America, China, and Japan, for H. G. Eastman understood the art of advertising and he gathered them from far and near. When I got through at Eastman's I received a diploma which said I was a master of accounts. The diploma didn't under-rate me.

I went as a teacher to the Bryant & Stratton Business College, Manchester, N. H., then owned by George A. Gaskell, the compendium man, who set a lot of young fellows to spilling ink.

Gaskell was a brilliant fellow, and his tragic death put an end to his career in mid life. A. S. Osborn, Madarasz, W. E. Dennis, and lots of other stars got a start from the Gaskell compendium. Madarasz and Dennis were students under me at Manchester.

I got tired of teaching and took a position as bookkeeper for the Corey Needle Co., a small manufacturing plant which grew rapidly in the nine years of my service, during which I was bookkeeper, traveling salesman and everything else. I covered Canada and most of the United States east of the Mississippi, as well as keeping the books of the establishment. Then I bought a half interest in a business college in Iowa. I wanted to "go West and grow up with the country." I went West, but I didn't grow up much, for the corn that year was a complete failure in Iowa. We were going to make large sums of money from tuition received from the children of wealthy farmers. But there were no wealthy farmers, no money, and mighty few children came to us. We took a cow and corn and apples and bacon for tuition and I sold my half interest to my partner and took a position as principal of the Business Department in the Morgan Park Military Academy in Chicago and under the same management, the next year, I went to the Northwestern Military Academy at Highland Park, a few miles out of the windy city. We were burned out about Thanksgiving that year, lost everything, and we had a pretty tough time getting through the winter, and the next fall found me head of the commercial department in the Peekskill Military Academy, one of the big boys boarding schools of the country.

I remained there for several years and had a very good time, but it wasn't much of a place for a man with a family. We were crowded and so I went back to Business College work again, or rather, in some way, William & Rogers of Rochester, N. Y., had a notion that I could revise one of their text books on bookkeeping. I went there to do it and instead of revising the old book I wrote with E. V. Nea as advisory counsel, "Modern Illustrative Bookkeeping," a work of which Williams & Rogers, and afterwards the American Book Company, have sold quite a number of copies. During my stay in Rochester, five years or more besides writing the book and having charge of the advanced Bookkeeping department of that excellent school The Rochester Business Institute, I did a good deal of expert work auditing, untangling bookkeeping snarls, and designing books for new enterprises.

I came to Holyoke fifteen years ago and I have had rather a joyous time here. It is a fine little city, the best manufacturing city I ever saw, beautifully located just at the entrance of the Berkshire hills. "The Paper City" they call it, because the best paper in America is made here and in the valley of the Connecticut and its tributaries. But there are other great industries and Holyoke is a very lively place.

(See next page, 3d column)



LEARNING TO DICTATE

A Series of Lessons in Dictating Business Letters, for Men and Women who Expect to be Important Enough to Have a Stenographer

Instructions from a series of "Better Letter Bulletins"
Published by Thos. A. Edison, Inc. Exercises by the Editor

THE CAMOUFLAGED ANSWER

By Tim Thrift, Advertising Manager, The American Multigraph Sales Company

(By permission of Thos. A. Edison, Inc., Orange, N. J.)

To paraphrase a Roycroft aphorism. If you answer a letter, for heaven's sake, answer it. There is nothing more unsatisfactory than to write for exact details on a product or proposition and then receive a reply that is not a reply, for it gives no indication that the original inquiry was read.

Never camouflage your answer to a letter. Study the letter, if necessary, until you are sure you know what information the writer wants. If too obscure, even venture the delay necessary to write for further details—don't generalize or bluff instead.

Correspondents who use camouflage are either too indifferent to take the trouble to inform themselves so they can write an intelligent, comprehensive answer to a letter, or they are so red-tape-tied with forms that they can't break away from them.

If a letter asks questions you can't answer, it's your business to find out the answers before replying. A question asked is evidence of unusual interest. An evasive, roundabout answer that gets nowhere leaves the reader not only without the information he sought but with doubt of your product or proposition created in his mind.

Form sentences, paragraphs and letters have their proper place and are exceedingly useful in handling a large volume of routine correspondence, but their place and use is not when you answer a letter that calls for specific information regarding a specific thing, case or application.

A business man, interested in buying a list of grocers, wrote this letter to several list concerns: "I want a list of grocers, rated at \$5,000 and above, in the counties in Ohio in which Cleveland, Cincinnati, Columbus and Toledo are located. What is your price and how soon can you make delivery?"

Here are two answers he received:

"Our catalog, B-6, is being mailed you to-day. In it you will find a complete index of all the lists we have made up. Undoubtedly, after looking through it, you will find the lists you are interested in and will send us your order."

* * *

"We can compile a list of grocers, dated at \$5,000 and above, in Cuyahoga, Hamilton, Franklin and Lucas counties, Ohio—the counties in which Cleveland, Cincinnati, Columbus and Toledo are located—for \$20.00.

"Delivery of this list will be

made within three days from the receipt of your order.

"Postage will be refunded on any name on the list where first class mail is returned as undeliverable. That's our guarantee of accuracy.

"Enclosed is a simple order form for your convenience. Your prompt decision to give us this opportunity to serve you will insure just as prompt service."

Which answer was camouflaged and how do you think got the order?

A good plan to follow to insure that you overlook nothing that should be answered in a letter is to underscore with a blue or red pencil those portions which call for specific, detailed information. Then, when the time comes to dictate your answer, this reminder will stop you from straying away from the thing in which the writer is interested.

And, remember, the greater the distance between you and your correspondent, the more important it is that your answer answers.

Letters to Write

3

To a farmer come the following letters. Answer them briefly but clearly:

"I saw your name in a paper, and I wondered if you are my Uncle Benjamin that I used to hear them talk about." You are not.

"My class in Sunday School wants to go nutting, and we would like to know if they are any hickorynuts or walnuts or chestnuts on your farm, and if you are willing to allow us to gather some of them." You have a few nut trees, but you don't care to have strangers come to gather them.

"We shall be motoring from Acety to Becity next week. If your house is about half way between these cities, as we suppose it is, we would like to stop for dinner on Thursday. Can you accommodate us? How shall we know the house when we get to it?" You want them to stop, and would like to sell them some apples.

"I am thinking of buying the Atwell farm" (about a mile away). "Do you consider it good land?" It is good clay land, but needs tiling.

Suggestions to the Dictator

Learn to dictate rapidly. Dispatch your mail with speed and promptness. When dictating a letter on a subject with which you are familiar, it is usually as easy to utter a hundred and twenty-five words a minute as it is seventy-five—and the difference in the amount of time it takes to dispose of fifty letters is very great. Figure it out for yourself, supposing your letters run two hundred words each.

If your stenographer can write only

seventy-five words a minute—and there are a lot of so-called stenographers whose limit is about that—get a new one. The saving in your time will more than pay the extra salary you will need to pay the better stenographer.

Another thing: Train your stenographer to write and transcribe all the words in your vocabulary. (We would say "Get a stenographer who can write, etc.," but that may be impossible.) A dictator is likely to limit his dictating vocabulary to the words his stenographer can write in shorthand, and can spell. Much of the responsibility for the use of "We are in receipt of your favor" and "Trusting to be favored with your order" by writers of business letters rests with stenographers. Perhaps if the dictator were to begin, "Your letter of the sixth was shot right out to the Stores Department with explicit instructions to send you the repair parts pronto," or had ended with the invitation to "Turn the worries of your Engineering Department over to our experts—they can solve them more cheaply and in less time than you can," the stenographer would be back in a little while to find out "what that word is," or would turn in a letter that is unavailable.

When this is the case, the dictator is almost sure to restrict his use of words to the ones his stenographer can use, and no man can afford to have his brain capacity limited by that of his stenographer. It reminds one of Browning's "Lion who died by an ass's kick."

These difficulties may be avoided to some extent by using a dictating machine, for then the transcriber does not need to know how to write the unfamiliar word in shorthand, and she can look up the spelling in the dictionary.

A BIT OF AUTOBIOGRAPHY

(Continued from preceding page)

manufacturing city. A good many young people have come under my instruction here and I think a lot of them, and I presume a good many of my graduates would cheerfully contribute for flowers if I ever have a funeral here.

Ever since I was a young fellow I have scribbled more or less for the newspapers and, in 1907, C. P. Zaner rashly asked me to contribute to the Business Educator. I did so and for fifteen years the readers of that magazine have had a chance to peruse my efforts in that line. Luckily for the circulation of the paper, they are not obliged to do it. I get a good many letters from readers in the course of the year which show me that at least some do read these stories and sketches. Any writer is glad to know that somebody besides himself and the editor reads his stuff.

People sometimes ask me, "How old are you?" That's a leading question and I generally say, "I am thirty," which is true. Occasionally I vary this by saying, "I am going on eighty-six," which is also true.

20th Century Bookkeeping^{AND} Accounting

were, too. I was never in any hurry when I delivered milk at their house. I could always stay and warm my hands if it was cold weather, or fan my fevered brow if it was hot weather, and it didn't hurt my eyes a bit to look at either of those girls for they were peaches, both of them.

"It was in the house of the Martins that I made my first acquaintance with mince pie, for I didn't come from the pie belt but from the prairie of Iowa where hog and hominy, slap-jacks, and sorghum, were the staples in our prairie farm house. And, if we got any dessert at all, it was apt to be some kind of a pudding with goo on it. Well, I came in there one afternoon, on my return trip from the city, to ask what time it was. I knew what time it was, well enough, but I thought it would be a good idea to call in to see if Mabel knew. She was surely home from school by that time.

A Deal in Real Estate

"When I came in the back door, as I always did, being a milkman, you know, I got a whiff of an odor that made me think of the things I had read about in the Arabian Nights. It was a blending of fruit and spices, and wine and sugar, and everything delightful. Better even than the perfume the girls slopped over their handkerchiefs, and down the back of their necks, when they went to the dances I sometimes attended. And, there stood Mabel Martin with a big round plate in her

hand, and steam was coming up from the plate, and I guessed what it was, and guessed right the first time. It was pie, and she said, 'This is one of my mince pies. How would you like to try it?' 'Well now,' I said, 'if I had my choice to be run over by a freight train or eat a piece of that pie, I think I'd take a chance on it,' and she laughed and sliced off a big quarter section of that fat, dark-complexioned, brown-topped, flaky-bottomed mince pie, and I got outside of it with no unnecessary delay. Jerusalem, the Golden! If I could buy anything now that would taste as good to me as that mince pie did that February afternoon, way back twenty years ago, I'd mortgage my immortal soul to get the money to pay for it.

"I was a regular rough neck at that time, and my wife says I am not any too smooth now," he said with a laugh. "I had saved a little money, about \$100, and just then an aunt of mine up in Wisconsin died and left me \$300 more. I had been one Winter to night school in Chicago, the old Bryant & Stratton down on Michigan Avenue, and there I got acquainted with a young teacher in the night school who was employed in daytime in a real estate office and he said to me, meeting one day on the street, 'Ben, if I had \$500 and a good partner I could make \$5000 in the next six months.' This was in the month of March, an early Spring and the snow was pretty much all gone. 'How come?'

I said, 'Why,' said he, 'the city is growing like a streak and it's got to grow south out Englewood way and I know where with \$500 I could buy a piece of land out there. \$500 down would give me a bond for a deed when \$12,000 more was paid. It's a big tract of land right out on the line of the C. R. I. & P. and you mark my words, ten years from now there will be a hundred thousand people in Englewood, where now there's only a few saloons, a church or two and some scattering cottages.'

"I said, 'How much money you got?' 'I haven't got \$100. Well yes, maybe a little more than that—not much,' he said.

"Well," I said, 'I've got four hundred right down here in the Chicago National Savings Department. How would it work for you and me to go in together? I don't know much about books, but I'll bet if a man's got any money and we had something to sell that was any good, I could make him cough it up.'

"We talked it over a little. He showed me a map of that big piece of land out in Englewood. I drew my money out of the bank and we started on a shoe string, \$500 on a \$12000 trade."

"We cut that tract of land into fifty foot lots, got a fellow to make us a plan with streets and avenues running through it and we began to sell those lots at from \$100 up to \$500 each, 10%



Certificate Winners from Berea College, Berea, Ky., Department of Business, I. H. Long, Penmanship Instructor



down, giving a bond for a deed, same as we had.

Mabel Bakes Pies

"It was the Summer of a big boom in real estate. The great city was just catching its second wind after the big fire of 1872 and it shot out south towards Englewood like a sky rocket. Those lots of ours went off like hot cakes and in less than two months we paid up \$12,000 and could give clear title as fast as our buyers paid up for their lots, which most of them did. Those that dropped out after one or two payments left us just so much ahead, and we cleaned up more than \$10,000 that Summer for we bought in two or three more tracts on the same plan, and that started me in the business I have followed ever since.

"But I am not telling you the story of my real estate exploits. I am going to show you how a girl built up a business just from that piece of mince pie that she gave me that cold February afternoon, in the early spring of that year.

"After I got into the real estate business I didn't get out Blue Island Ave. way very often, but I used often to run into the New England Oyster House and get lunch there. One day I happened to think I would like a piece of mince pie and I ordered it, and they brought me a piece of what they called New England mince pie. It was a very feeble imitation of the pie that Mabel Martin gave me that February day. The young fellow who started the New England Oyster House was quite new in the business. It had not become so famous as it did in the years that followed. I knew him and I said, 'Bill, do you call this New England mince pie?' He said, 'Yes, that's the real thing, made from an old Yankee recipe from Massachusetts.' 'Well,' I said, 'I'd like to show you a real mince pie made by a New England girl. I don't know where she got the recipe, but you ought to eat one of her pies and find out what real mince pie is.' He laughed derisively, and I said: 'The next time I go out there I will catch one of those mince pies, if I can find one running around loose, bring it in, and show you what a real mince pie is. Then you will be ashamed to charge 10c for a little wedge of this imitation.'

"I forgot all about it, but a week later I had to go out Morgan Park way and I passed by the Martin place, and there in the doorway, going to the cook room, was Mabel Martin with a pie, just the same as she had been back in February. This was late in October in the fall of the same year, and I had not seen her since last spring. I stopped the horse I was riding, a little mustang with a McClellan saddle. We used him to go about quite a good deal, and I said to Mabel, 'I want one of those pies. I want to show the fellow who runs the New England Oyster House what a real mince pie is,' and she gave me one and I took it back to the city and gave it to Bill Parsons, and I said to him, 'Just put your teeth into that,' and he did and said, 'My good gosh! that is some pie! Where did you get it?' I told him. He said, 'I am

going to get that girl to come in and cook pies for my restaurant. They are just beginning to get the pie habit and I want to encourage them. There is good money in mince pie at 10c a wedge.'

Chicago Likes Pies

"'Well,' I said, 'I don't believe you can hire her. Her old man is out of commission, and she has to stay home to take care of him. But, you can try it,' and he did. He went out there the very next day. Mabel told him that she couldn't leave her father, but she said, 'I will be glad to make you all the pies you want out here, for we need the money.' 'How much do you want for those pies?' 'Well,' she said, 'I don't know just what they cost.' He was a decent fellow, this Bill Parsons, and he said, 'You go ahead and figure out how much those pies cost you, and I will give you 10c a piece profit, and I will fix a price to match up with it.' And so Mabel Martin began to make pies for Bill Parsons, and Bill began selling those pies at 10c a slice at the New England Oyster House, at the tables and over its lunch counter.

"Mabel's pies were a tremendous success. They were something new and unique and very different from the tasteless mixture of chopped up meat and apples with a few raisins scattered through the compound that had passed for mince pie. The poet's table hailed these pies with enthusiasm, and Gene Field or somebody else wrote an "Ode to Mabel's Pies." It was several verses long and began something like this:

To the Gods on high Olympus,
Old Zeus he made a feast,
And the Gods they all assembled,
From the West, North, South and East.

There was honey of Hymettus,
Wine of Cyprus, fruit of Thrace,
And before the hour of midnight,
They had struck a lively pace.
But the Gods on Mount Olympus,
In the Grecian air perched high,
Never had so choice a viand.

As our Mabel's rich mince pie.

Pies for Profit

"It was some time before I saw Mabel again, and when I did a smile lit up her face that showed a couple of rows of very white teeth and her eyes fairly shone as she said, 'You did me an awfully good turn when you sent that man Parson out here. He's kept me busy nearly all the time and has given me a chance to earn some money that we needed awfully bad. I want to send Phil to business college.' Phil was the boy. 'There is no use in my going, I'm a regular lunkhead at school, but I can make mince pies and cook most anything.'

"'We figured out that those pies cost fifteen to eighteen cents a piece.' Things were cheap then: flour \$4.00 a barrel, beef 10 cents a pound, raisins, currants, sugar and everything else much lower than they are now.

"'Parsons pays me thirty cents apiece for the pies I make him and he cuts them up in six pieces and gets ten cents a piece for them. He takes about twenty pies a day, has them sent in in

a regular large chest that he sends out here, and you see, that gives me about \$2.50 a day clear profit for my labor, enough to send the boy to school, and get me some new clothes and help Katherine with the house expenses. She's had a pretty hard time keeping up all our expenses, but now I'm making as much money as she and we are on easy street.'

"I told Bill Parsons what Mabel said about him and he said: 'I tell you that Mabel girl is some girl. I went out there to see her and I offered her \$20 a week to come in here and make pies for me in the restaurant. She said she wouldn't leave the old man just with a hired girl to look after him—said that it was her job; when he was all right he done his best for her and she wasn't going to shake him. I hope my girl, if I ever have one, will feel that way, if I ever have to be carted around in a wheel chair half dead, but probably she won't.'

"Said Parsons, 'I don't see why those girls don't build up a business on that pie of hers. There is nothing like it in this city, that's a dead sure thing, and I wouldn't care if she sold it to other places as long as they were not right close by. She can sell that pie to the Palmer House Restaurant and the Grand Pacific and Sherman House and the New Richelieu.'

"'Well,' I said, 'I don't see myself why that can't be done. I'll talk it over with those girls,' and the next Sunday I went out there.

"Katherine was home and I told her what Bill Parsons said and they caught on to the idea right away but the old gentleman rather discouraged them, said that she couldn't do it, but this Mabel was as strong as a horse; work just seemed to agree with her, and she was all on fire with the idea.

"The other girl knew something about business, and in a little while they had another baking oven built in addition to the one they already had so they could bake fifty pies at a time.

"They sent samples to some of the leading restaurants of Chicago, keeping well out of the New England Oyster House territory. The business was a success from the word go.

Making Sure of His Pie

"For four years the Martin family did a growing business in just making that particular kind of mince pie. The boy sixteen years old had been put through Business College, and he came out and took charge of the delivery business. They had built two large brick ovens in a cook house connected by a little covered passage with the kitchen of the old Martin house on Blue Island Avenue. They could bake fifty or sixty pies at one time, and they kept three or four husky Swede girls chopping up meat and apples and doing the heavy work while Mabel bossed the baking, dealt out the proper proportions of each material for the mince meat and Katherine looked after the book-keeping and financial end of the business. She did this the second year they commenced to sell to other than the New England Oyster House, for



the business had grown to such proportions that it was necessary to have some one to take charge of the books and financial matters generally.

"One day I met Bill Parsons and I said, 'Bill, how is business?' 'Oh, inching along, inching along,' said Bill. 'we have doubled the business of the New England Oyster House the past year and have taken the entire basement of the big building. How is Real Estate?' 'Can't complain,' I said, 'the boom is still on and lots are selling like hot cakes out South Chicago way, Englewood and Morgan Park, and I have just bought a big tract out Blue Island way, for the city is going out there sure as the world.'

A Pie Race

"I believe you," said Bill. 'Have a piece of pie?' I took the pie—one of Mabel's mince pies, and Bill said: 'Ben, there is no use talking, those girls out there are going like a streak; if they keep on they will have all the money in the whole state of Illinois. First they will take Chicago and get everybody to eating pie here, and then after they have got all their money they will reach out into the rest of the state and get what there is left. Something has got to be done to stop them and I am going to do it.' 'What are you going to do?' I says, 'I'm going to marry Katherine' says Bill. 'The devil you are!' I says, 'Does she know anything about it?' 'No, she don't yet,' says Bill, 'but she will right soon,' and she did. For Bill Parsons began to drive out there to Blue Island Avenue and take Katherine out for a spin behind a couple of slick trotters that he owned, and he took her to the White City and the Opera House and the horse show and the races, and she didn't show so much interest in the pie business.

"Then, I got to thinking things over. I said to myself, 'This pie business is all going to pieces. Katherine's dropped out and she don't begin to talk so big as she did before Bill's got to going out there. First thing I know, I won't be able to get that pie. Now I've got to get a hustle on.' So one Sunday I got a team, a pair of black racers from the best stable I knew of, and a buggy with pneumatic tires and a gold plated russet harness on the horses, and I scooted out there to the Martin place and told Mabel: 'Now you get your hat and coat and come out here and let me show you something of the poetry of motion behind a pair of two-forty horses.' And it didn't take her five minutes to rig up and come.

"It was a close race, after that, between Bill Parsons and me, who should get there first. I think Bill came in about three laps ahead, but it was a close finish, and now if you want to taste one of Mabel's pies all you have to do is come out to my house on Indiana Avenue. Come out next Saturday and stay over Sunday and you'll see that she still knows how to make a pie, and that is our boy that you've got out there at the Military Academy."

Has a Partner Now

"What became of the business?" I asked. "Well, the boy thought he

would just as soon get out and come into my real estate business, and they sold the formula for making the mince meat to a big bakery over on the West side and those pies and a lot of other pies are handled by that big bakery, but if you want to get the real thing, come out to my house or go down to the New England Oyster House, where they still make the real Mabel's mince pies."

That is the story Ben Hoover told me in the New England Oyster House twenty years ago when I was a teacher in the N. W. Military Academy just out of Chicago.

Miss C. Aileen Snyder, Supervisor of Penmanship, Connellsville, Pa., sends us a club of 23 subscriptions and writes "The students are very much interested in the B. E., and we expect to make it a 'Everyone a Certificate year'."

BROWN'S HOME STUDY SCHOOL TEACHES YOU AT HOME



Is your present employment satisfactory?
Does it offer the right future?

If not, learn Bookkeeping, Salesmanship, or Shorthand at home, as hundreds of others have done who could not attend College. The work can be done so satisfactorily and our plan of payment is so reasonable that a course is within reach of all. Tuition may be sent in monthly installments, if desired. REMEMBER THAT WE SECURE

POSITIONS FOR OUR GRADUATES

You need have no fears about a good position as soon as you finish and are prepared. Our Home Study School is located in Peoria, Ill., the center of Brown's System of twenty-nine Colleges. Write today for FREE Home Study Book of terms and all particulars. Mention course that interests you most and address plainly HORACE SAFFORD, MGR.

BROWN'S HOME STUDY SCHOOL
PEORIA, ILLINOIS



There are many penholders on the market; but the MAGNUSSON PROFESSIONAL is the only penholder that has won its reputation on its own merit for ornamental writing. The thin stem which is so desirable cannot be made successfully with an automatic lathe, therefore they are HAND MADE of selected rosewood. (Look for the brand.) The A. 'Magnusson Professional' hand turned holders are adjusted specially for penmanship. 8 inch plain, each 35c; 8 inch inlaid, 75c; 12 inch plain, 75c; 12 inch inlaid, \$1.35.

A. MAGNUSSON, 208 N. 5th STREET, QUINCY, ILL.

A Recognition for the Bowling Green Business University

This institution of national reputation is on the accredited list of the University of Kentucky. This is an honor rarely accorded a commercial school. It means that the Bowling Green institution is growing—not only in attendance—but in scholarship and reputation. The attendance is larger than ever before in October. Courses, long and short. Bookkeeping, Shorthand, Accounting, Teacher-training. Near Mammoth Cave.

Bowling Green Business University,

Bowling Green, Kentucky

I. D. Ruff, Leach's Actual Business College, Greensburg, Pa., begins the year with a club of 28 subscriptions.

For Sale Good Small College in ideal location in Washington State
Address "RELIABLE"
Care The Business Educator, Columbus, Ohio

WANTED—Man to sell tuition for a good school in a city of 100,000 with good surrounding territory.
Write TUITION SALESMAN,
Care The Business Educator, Columbus, Ohio.

BARNETT-LESLIE CO.

PENMEN AND ENGROSSERS

Care Spencerian School, Cleveland, O.

We will prepare a correspondence course in any branch to suit individual needs at moderate cost.
BUSINESS COLLEGES, act as our agents for Engrossing, Liberal Commission. Work guaranteed to please.

Bookkeeping Free

First lesson in Bookkeeping and Accounting.
Send for it.

THE COMMERCIAL SERVICE AGENCY,
P. O. Box 618 ST. LOUIS, MO.



Special attention given
to reproduction of Script
and Penmanship Copies

The Terry Engraving Co.

Engravers
Designers
Illustrators

Columbus, Ohio





PRIVATE SCHOOLS SECTION N. C. T. F.

Tentative Program

Addresses by prominent Educators on
The Status of Commercial Education.
The future relation of the private business
college to other institutions of learning.
What should be the policy of the private
business college regarding:
Courses of study.
Entrance requirements.
Progress and graduation of the students.
Some advanced rounds for the private Busi-
ness College.

Salesmanship Program

The Value of Salesmanship in the School.
An Illustrative Class in Salesmanship—
Instructor of Model Class, J. S. Knox.
Students of Model Class — 20 selected
representatives of 20 different schools.
Lesson—Personality — Chapter IV — Salesman-
ship and Business Efficiency — Knox — Re-
vised Edition.
Special topics to be assigned to men who have
a message for 5 minute addresses—
How Teachers may be Salesmen of the
school.
How Teachers may be Salesmen of the
subjects they teach.
How teachers may be Salesmen of other
teachers in the school.
How students may lead to the salesmen of
the school.
How old students and graduates may be
kept on the selling force of the school.
How the citizens of the community may be
developed into salesmen of the school.
How public school superintendents and teachers
may be developed into salesmen of the
school.
Selling education in general and business
education and our own school in particular.

Graduation Requirements Program

What subjects do you include in your differ-
ent courses of study and what are your gen-
eral requirements for graduation?
What do you require for graduation in short-
hand and how do you arrive at these grades?
Give specific information as to how tests are
given and the kind and amount of matter.
What are your requirements for graduation
in bookkeeping?
What tests if any do you give?
What is the graduate able to do?
What has been done towards Standardizing
Business College Courses and what ought yet
to be done?

NEW ENGLAND TEACHERS

The Twentieth Annual Meeting of the New
England High School Commercial Teachers'
Association will be held at the State Normal
School at Salem, Massachusetts, on Saturday,
November 18.
A profitable educational and social program
is being arranged. The local committee is plan-
ning for a big meeting.
For those teachers who are able to arrive
early, the hospitality committee has arranged
a short tour to points of interest in historic
Salem. The sight-seers will return to the Nor-
mal school in time for the opening address.
An informal lunch, served in the Normal
School building, will provide an excellent op-
portunity to meet old friends and make new
ones.

ZANERIAN'S IN POSITIONS

Lydia A. Sheafor, Supervisor of Writ-
ing, Middletown, Ohio.
Lillian Olson, Supervisor of Writing,
Bellaire, Ohio.
Anna C. Anderson, Supervisor of Writ-
ing, Warren, Pa.
D. C. Clanton, Troops Business Col-
lege, Chicago.
Minnie Knepper, Crystal Falls, Mich.

Teachers Wanted

Penmanship or Commercial, Fine Salaries.

NATIONAL TEACHERS AGENCY,
Philadelphia, Pa.

B. C. S. DEGREE HOME STUDY OTHER COURSES

including Accounting, Law (LL.B.) Spanish,
Salesmanship, High School, Normal, Pen
Art (M. Pen.), Resident and Extension.

—WRITE TODAY—

Peoples College, Box 534, Ft. Scott, Kansas

ADVERTISING A BUSINESS COLLEGE

After you read this article by our general
manager, Harry M. Basford, in this issue,
write us about your own advertising. We
can furnish everything you need to make
your advertising pay—Copy, Drawings,
Cuts, Printing, Syndicate Folders, Mailing
Cards.

National Advertising Service Co.

School Advertising
Specialists

1424 Lawrence St. Denver, Colo.



Train for Commercial Teaching At the Rochester Business Institute,

and qualify to do high grade teaching in the best high schools and
private commercial schools. Our graduates are in every state and in
some foreign countries, holding the highest positions as commercial
teachers. A postal card request will bring to you by return mail our
Teachers' Bulletin and Circulars.

ROCHESTER BUSINESS INSTITUTE, Rochester, N. Y.

POSITIONS OF ALL KINDS FOR TEACHERS

Never were the opportunities better. Many attractive places for choice teachers
now open. We assist teachers of shorthand, bookkeeping, salesmanship, type-
writing and penmanship to better positions paying higher salaries. Choice positions
for qualified teachers. Write for our **FREE** literature and one of our application
blanks. Address:

CO-OPERATIVE INSTRUCTORS' ASSOCIATION, 41 Cole Bldg., MARION, IND

Our Commercial Teachers Placed in Thirty-five States This Season!

During the past summer months, we have sent commercial
teachers to 35 different states, at lucrative salaries. Wires
and letters continue to come in from high schools, normal
schools, colleges and private schools, asking us to recommend
candidates for emergency vacancies. If you want one of
these places, write us for a registration blank immediately.

CONTINENTAL TEACHERS' AGENCY
BOWLING GREEN KENTUCKY

State Normal Positions



The State Normals at Normal, Illinois, and at Muncie,
Indiana, recently appointed our candidates. It paid
these commercial teachers to keep their records in our
files. Let us tell you of choice openings for January,
or for the coming year. Write for details **NOW**.

School executives, report your vacancies to us.

THE SPECIALISTS' EDUCATIONAL BUREAU
ROBERT A. GRANT, President, ODEON BLDG., ST. LOUIS, MO.

Be a Photographic Journalist

New profession, large salaries, wonderful travel-
ing experience, all expenses paid. Hundreds in
demand. Easy to learn. Amateur photographers
and kodak owners especially. Particulars free.
Complete course, lesson plans, etc., prepaid, \$5.00.

—ADDRESS—

The Walhamore Company, Lafayette Bldg., Phila., Pa.

WANTED

PROGRESSIVE teachers (men
and women) to open schools to
feature Evans Speed Shorthand.
Established schools would do well
to adopt it. This is a new evolu-
tionary (not revolutionary) system,
simple, brief, logical and complete, based
on a complete alphabet — no substitution of
characters. Other unique and original
features. Can be learned in six weeks.
Has greater reading power than any other
standard system. Used in manuscript long
enough to be thoroughly tested. Author,
John C. Evans, Lecturer on Office Manage-
ment, New York University. Address

JOHN C. EVANS,

122 Princeton Road Elizabethtown, New Jersey



SALESMANSHIP

Helps for Teachers and Students

By M. N. BUNKER

President, The Peoples College, Ft. Scott, Kansas

Something like two years ago I clipped one of those coupons that appear in the lower left hand corner of so many magazines today, and asked for information concerning a certain business service which was advertised. During a number of months of reading the advertising as it had appeared in System, Physical Culture, Collier's, and other publications I had become convinced that this particular service was what I needed. Clipping the coupon was in my case nominally expressing the willingness to buy.

It was in August that I sent in the coupon, and caring for new business, sending out advertising, and general duties filled the time so fully that I forgot all about the coupon until one evening just about 4:30 I had a telephone call from Mr. Harrison, who wished to come up for just fifteen minutes.

He came and as he shook hands remarked, "You have our book, 'Climbing to Success.'"

"Oh, but I haven't," and indeed I had not. If it had come I would certainly have read it through, but Mr. Harrison was not convinced.

"Oh, yes you have," he insisted. "You probably got it and lost it, or laid it aside. I know you school men. You get things and forget about it."

"Mighty sorry, Mr. Harrison," I said, "but this is one time your booklet did not come. I was looking for it—"

"That's all right, if you got it and lost it—I've another here." Then commenced a "sales talk" that in five minutes unsold me, and only decency kept me from asking Mr. Harrison to leave and not come back. He was discourteous, rude, and ignorant of everything that the service rendered by his company was supposed to represent. Mr. Harrison not only failed to sell himself, but unsold his course and library, and I remarked to my secretary after he left always to say that I was "busy" when Harrison called.

Last July I signed the slip that I would have signed a year before, and in that eleven months Mr. Harrison actually sold himself to me. Last week I wrote his home office that I valued his visits as much as I did their service, and I would not sell their service for five times what I paid.

The day I signed the contract I asked Harrison how the change came about. This is just about what he said, and it seems to me that it has a salesmanship truth worth studying, both for students in school, and some if not a great many commercial teachers, and commercial school men.

"The day I called on you, first" he said, "you'd have been justified in kicking me out. I went up there to sell you our course that day. I had figures, and all the data that I could use, and

I had made up my mind to make you take my enrollment blank and sign it.

"I had made some whirlwind sales and had sold one good group order, so I didn't see why I could not get you signed up. But you didn't sign. What was more, there were about a dozen names on my list that I didn't sign that trip. They had all written in for information, and one or two had written letters, but I simply couldn't get anywhere. They listened, and then told me that they were 'sorry, but today, etc.'"

"My next trip out I had the old prospects and five new ones, and more than half the old ones 'couldn't see' me. I knew there was something wrong, and if I hadn't known it then, I would when I got my next letter from the Sales Manager.

"Harrison," he wrote me, "your territory is good for more business than you are getting out of it—a great deal more. You should have five orders instead of one, and there should be no 'busy' signs on the doors. You simply must sell yourself out there or you'll never get any orders. The reason those men are not signing is because they don't like to deal with you. You have started off on the wrong foot, somehow or other, and I want you to face around. If you did not have the making of a good salesman in you I would drop you off our force. But you can make good. When you get this letter go to your room, and pick yourself to bits, and find out what is wrong. Stop trying to get enrollments, and start making friends out of those people, by giving them something so that they will want to see you."

"I went to my room that night and faced the fact that I had failed, and that fifteen men whom I had tried to sell had me figured as a failure. I knew that the other salesmen would know it, and you can just bet I didn't feel good.

"At first I thought I'd give up—and then I said I wouldn't. The next morning I went out humbled, to give to my prospects the best service that I could. I realized for the first time that I couldn't compel them to buy, and that I was being favored when they gave me their time. I commenced to study each man and his business, and to try to collect the information from our service and literature that would help him personally.

"My reports commenced to improve immediately, and last month I did the most of any man on the road for our house. But I've never forgotten to sell service to each individual man."

During the months before Harrison finally sold himself to me he brought me information that was invaluable. He suggested improvements, and I came to value his visits. He sold him-

self and then sold me the service that I had wanted all along. But first of all he sold service which, after all, is the object of this story. Too much time is spent by many salesmen on learning how to get an order, and not enough on what to give the buyer.

Today every sale includes or should include the service element. Henry Ford has not only sold us "tin lizzies," but has also sold us Ford service, which is ever present, no matter whether you are in the mountaineer villages, on the Arizona sand wastes, or in the fertile Mississippi valley. For more than fifteen years the Watkins and Rawleigh medicine wagons have traveled the country roads, and their drivers have made taxable incomes, not because their products were so much better but because they rendered a service to the customer.

Orders are comparatively sure for the salesman who has the confidence of his customers, or who has developed the personality that inspires confidence. The young man or woman who goes out from school with just one motive—to get money, cannot expect to succeed in the best way. A salesman, it is true, usually earns and gets a splendid income, but he becomes rich not alone in money but in friends. The successful salesman develops hundreds of other salesmen for him, who sell him and his goods in the best possible way—by personal indorsement.

Every commercial student must be able to go out and sell. They may sell merchandise, or they may sell their own services, but first they must become solidly grounded in the quality of rendering service. A stenographer may hold a job by doing just what she is paid for doing, working just the hours that she is expected to work, but if she has not been taught in school to sell service, she and the school are both missing good salesmanship. More than one executive today began as a stenographer, or a bookkeeper, and sold himself into promotions, while the \$10,000 a year men are there because they have learned to sell themselves, their positions, and ideas, on a basis of service.

MORAL STANDARDS IN SELLING

By J. S. Knox, President Knox School of Salesmanship, Cleveland, Ohio

The biggest word in the business language is not Profit but Service. We applaud our Edisons, our Fords, our Wanamakers and our Fields, not because of the millions they made but because of their service to humanity. In this country the business man has as high a social standing as the professional man.

But neither salesmanship nor business has as high a standard as it ought to have morally and educationally. Hundreds of millions of dollars are taken from the American people every year by business concerns that were incorporated and promoted to sell stock rather than to build legitimate business. Both the public and the so-called salesmen who sell the stock are the dupes



of the promoters. These so-called salesmen are not salesmen in reality. They are not acquainted with the fundamentals of business and they are not competent to determine the value or valuelessness of the goods they are selling. The only legitimate salesman today is the economist who sells to a man in proportion to his need or refuses to sell him if he has no need. This kind of salesmanship results in repeat orders.

The man who comes into my office wearing a mask and carrying a revolver and demands my money may be a gentleman with misdirected energy, but the man who comes into my office in the guise of a salesman and gentleman, sells me goods and gets my money by misrepresentation, is neither a salesman nor a gentleman. He is a cowardly thief, a business pirate, and it is the business of honest men to do every-

thing within their power to eliminate him from commercial life.

A man who is untruthful in his selling methods either handles a dishonest product or is untrained and unacquainted with the best method of presenting it. Every dishonest statement makes it just that much harder for an honest man to do business. Every untruthful statement helps to discount every truthful statement made by an honest salesman. Every dishonest salesman is a destroyer of confidence and a destroyer of business, his own business as well as the business of honest men. Every truthful salesman is a builder of confidence and therefore a builder of business. The salesman who attempts to make a sale regardless of whether or not the buyer has need, is neither shrewd nor good. On the other hand, when a salesman meets an individual who would profit by his goods

and that man indicates his lack of interest, the business of the salesman is to change the prospect's mind and bring it around to agree with his own

S. O. Smith of the High School of Commerce, Springfield, Mass., graduated in June with magna cum laude honors from the Springfield Division of Northeastern University, with the degree of Bachelor of Commercial Science. He has been engaged by his Alma Mater to teach sophomore accounting, but continues also with his high school work.

OBITUARY

Mrs. F. M. Whipple, mother of Miss Elizabeth Whipple, Supervisor of Penmanship in Paynesville, Ohio, died September 17 after an illness of more than a year.

SUBSCRIPTIONS AND CERTIFICATES

The editor promised some time ago to publish in the BUSINESS EDUCATOR the names of teachers in schools who had sent in 25 or more certificate orders, or 50 or more subscriptions, up to April 15, 1922. This was crowded out of the June and September issues.

SUBSCRIPTIONS

Blinn Memorial College, Brenham, Texas, G. W. Kopp.....	52
Pierce School, Philadelphia, Pa., Ryan.....	105
Meadville Com'l College, Meadville, Pa., D. W. Hoff.....	54
Douglas Bus. College, Connellsville, Pa., Jones.....	55
Miss Elizabeth Landon, Vestal, N. Y.....	77
Albany Bus. College, Albany, N. Y., T. W. Wauchope.....	82
Miller School of Business, Cincinnati, Ohio, Kinnach.....	61
Findlay High School, Findlay, Ohio, C. H. Haverfield.....	72
Miami-Jacobs Bus. College, Dayton, Ohio, E. A. Dieterich.....	49
Rider College of Commerce, Trenton, N. J., H. W. West.....	304
Mr. F. W. Tamblin, Kansas City, Mo.....	103
Chillicothe Bus. College, Chillicothe, Mo., J. D. Rice.....	143
Englewood Bus. College, Chicago, Ill., John W. Griffith.....	175
Westervelt School, London, Ont., Canada, J. W. Westervelt.....	113
London Technical High School, London, Ont., Canada, T. W. Oates.....	115
Drankon's Bus. College, Atlanta, Ga., Ringold.....	47
Mr. G. D. Griset, 2409 Hartzell St., Evanston, Ill.....	127
Board of Education, Pasadena, Calif.....	84
Mr. A. R. Reelhorn, Stockton, Calif., 157 E. Wyandotte St.....	100
Stockton High School, Stockton, Calif., B. F. Duff and Decker.....	77
Minneapolis Bus. College, Minneapolis, Minn., J. A. Buell.....	86
Manitowoc Bus. College, Manitowoc, Wis., Bliss Business College, Columbus, Ohio.....	70
Empire Bus. College, Sydney, N. S., Canada, R. H. Flewelling.....	50
Sue Bennett Memorial School, London, Ky., D. B. Evans.....	52
Rosston High School, Rosston, Okla., A. C. Guffy.....	50
Napa Union High School, Napa, Calif., Osman R. Hull.....	53
Capital City Com'l College, Madison, Wis., G. E. Spohn.....	125
York College, York, Nebr., Iona Geiger.....	74
High School of Commerce, Toronto, Ont., Canada, J. J. Bailey.....	412
Sacred Heart College, Montmagny, Que., Canada, Bro. Onesime.....	56
College St. Joseph, Lauzon, Lois, P. Q., Canada, J. A. Paquette.....	53
A. F. Hare, High School of Commerce, Toronto, Ont., Canada.....	48
Waite High School, Toledo, Ohio, M. A. Kruse.....	277
Success Bus. College, Winnipeg, Man., Canada, D. F. Ferguson.....	300

Healds Bus. College, Sacramento, Calif., J. F. Sterner.....	120
State Normal School, Indiana, Pa., S. Ada Rice.....	70

CERTIFICATES

Alamogordo Public Schools, Alamogordo, N. M.....	44
Roy E. McKenzie, American Com'l School, Allentown, Pa.....	29
Mr. R. L. Reed, Barberton High School, Barberton, Ohio.....	46
Armstrong School for Private Secretaries, Berkeley, Calif.....	34
Mr. C. E. Yost, Heffley Institute, Brooklyn, N. Y.....	66
Miss Marion Stone, Burlington High School, Burlington, Vt.....	26
Miss Bertha Summerfield, Camden, N. J.....	66
Mr. L. G. Davis, Douglas Bus. College, Charleroi, Pa.....	67
Mountain City Bus. College, Chattanooga, Tenn.....	38
Mr. John S. Griffith, Englewood Bus. College, Chicago, Ill.....	100
Miller School of Business, Cincinnati, Ohio, Mr. Jacka, Coleraine Public Schools, Coleraine, Minn.....	41
Central High School, Evansville, Ind.....	54
Porter School of Commerce, Evansville, Ind. Mr. M. W. Grinnell, Central High School, Evansville, Ind.....	37
Miss Martha Bengel, High School, Fort Dodge, Iowa.....	29
Mr. P. A. Fullen, Glendale Union High School, Glendale, Cal.....	43
McLachlan Bus. Univ., Grand Rapids, Mich. Mr. M. C. Hammer, Camp Curtin Jr. High School, Harrisburg, Pa.....	24
Mr. F. C. Smith, Brown's Bus. College, Harrisburg, Ill.....	30
Mr. Hartsook, School of Commerce, Harrisburg, Pa.....	46
Miss Anna M. Crouse, Franklin High School, Los Angeles, Calif.....	36
Miss Mary S. Jones, Boye Heights Int. School, Los Angeles, Calif.....	33
Miss Bigham, Lincoln High School, Los Angeles, Calif.....	53
Mr. Joy, Hollywood High School, Los Angeles, Calif.....	46
Girls' High School, Louisville, Ky.....	39
Mr. J. D. Severs, Mansfield High School, Mansfield, Ohio.....	46
C. W. M. Blanchard, Medford High School, Medford, Mass.....	30
Mr. J. A. Buell, Minneapolis Bus. College, Minneapolis, Minn.....	73
Mr. S. J. Phillips, Mt. Vernon High School, Mt. Vernon, Ohio.....	28
Mr. W. B. Minnich, Muncie High School, Muncie, Ind.....	29
Mr. O. G. Martz, Norwood Public Schools, Norwood, Ohio.....	73
Miss Esther Hade, Owosso Public Schools, Owosso, Mich.....	40
Mr. A. N. Symmes, Parsi Com'l College, Paris, Texas.....	54
Mr. R. W. Carr, Parkersburg Public Schools, Parkersburg, W. Va.....	46
Mr. J. C. Epperson, John Muir Int. School, Pasadena, Calif.....	27
Mr. L. L. Statler, South Hills High School, Pittsburgh, Pa.....	96

Port Huron Public Schools, Port Huron, Mich.....	113
Eastman College, Poughkeepsie, N. Y.....	20
Quincy High School, Quincy, Ill.....	35
Mr. E. J. Haeck, Massey Bus. College, Richmond, Va.....	48
Mrs. E. D. Smith, West High School, Salt Lake City, Utah.....	93
Miss Florence Smith, State Normal School, San Diego, Calif.....	31
Miss Florence Turner, San Diego High School, San Diego, Calif.....	34
Miss Alma Prouty, San Jose Normal School, San Jose, Calif.....	34
Mr. C. A. Pogue, Healds Bus. College, San Jose, Calif.....	73
Miss Maude Wherry, Santa Ana High School, Santa Ana, Calif.....	34
Caroline Lucy Judd, Santa Monica, Calif.....	27
Technical High School, Scranton, Pa.....	78
Miss Hazel Smeed, Scranton Public Schools, Scranton, Pa.....	119
Miss May Newton, Shreveport Public Schools, Shreveport, Iowa.....	58
Mr. H. E. Wilson, Sioux City Public Schools, Sioux City, Iowa.....	141
Mr. C. W. Middleton, Lewis & Clark High School, Spokane, Wash.....	47
Miss Duffalo, North Central High School, Spokane, Wash.....	81
Mr. C. B. Boland, Springfield Public Schools, Springfield, Mo.....	41
Mr. L. A. Lambert, Brown's Bus. College, St. Louis, Mo.....	34
Mr. John R. Eye, Dansmore Bus. College, Staunton, Va.....	36
Mr. A. H. Forkner, Stockton College of Commerce, Stockton, Calif.....	25
Mr. W. F. Grass, Lincoln High School, Tacoma, Wash.....	59
Mr. W. V. McNamee, Brown's Bus. College, Terre Haute, Ind.....	25
Miss M. A. Kruse, Waite High School, Toledo, Ohio.....	38
Mr. J. A. Ramsay, High School of Commerce, Toronto, Ont., Canada.....	66
Mr. H. W. West, Rider College, Trenton, N. J.....	80
Tulare High School, Tulare, Calif.....	25
Mrs. Elizabeth Landon, Supr. of Writing, Binghamton, N. Y.....	61
Mr. A. F. Gates, Waterloo Bus. College, Waterloo, Iowa.....	70
Miss Ida Kopp, Watertown High School, Watertown, Wis.....	25
Miss Stella Conover, Wheling High School, Wheeling, W. Va.....	31
Mr. E. P. Vincent, Supr. of Writing, Wheeling, W. Va.....	47
Mr. E. P. Lovett, Elliott Com'l School, Wheeling, W. Va.....	73
Victor Lee Dodson, Wilkes-Barre Bus. College, Wilkes-Barre, Pa.....	52
Mr. Lawrence Kline, High School, Wilkesburg, Pa.....	35
Goldrey College, Wilmington, Del.....	83
Mr. H. A. Roush, Wilmington, Del., High School.....	26
Miss Gertrude Burge, Wilmington, Del., High School.....	27
Mr. J. C. Way, Success Bus. College, Winnipeg, Man., Canada.....	96
Miss Iona Geiger, York College, York, Nebr.....	32



DESIGNING & ENGROSSING

E. L. BROWN
Rockland, Me.

Send self-addressed postal for criticism, and stamps for return of specimens.

Herewith we present some very useful styles of broad pen lettering for purposes where a rapid, effective letter is desirable.



The lettering does not require pencil outlines, but only a few rapidly executed strokes to ascertain approximate space the lettering will occupy.

However, the form and character of the letters must be memorized.

Study balance and arrangement of masses in all designs. Use broad pens, numbers 1½, 2 and 2½, and carefully

flush letters with a fine pen. Remember that uniform size and spacing are of utmost importance. Always use India ink (Zanerian is excellent) for all kinds of drawing and lettering.

The bird flourish is added for its decorative effect, also as a most excellent exercise for developing skill in off-hand work common on engrossed resolutions. The arrangement of light and shaded strokes must receive critical attention in order to obtain correct color values.

Mrs. Alta R. Richards has just opened the Merced Secretarial School in Merced, California.

H. L. Forkner is supervisor of the Commercial Department of the Marysville, Calif., Union High School. Mr. Forkner is especially interested in penmanship and expects to have many certificate winners among his pupils this year. The pupils of this school are in the habit of winning, for last spring they won the California State Championship in typewriting.

GOOD NEWS

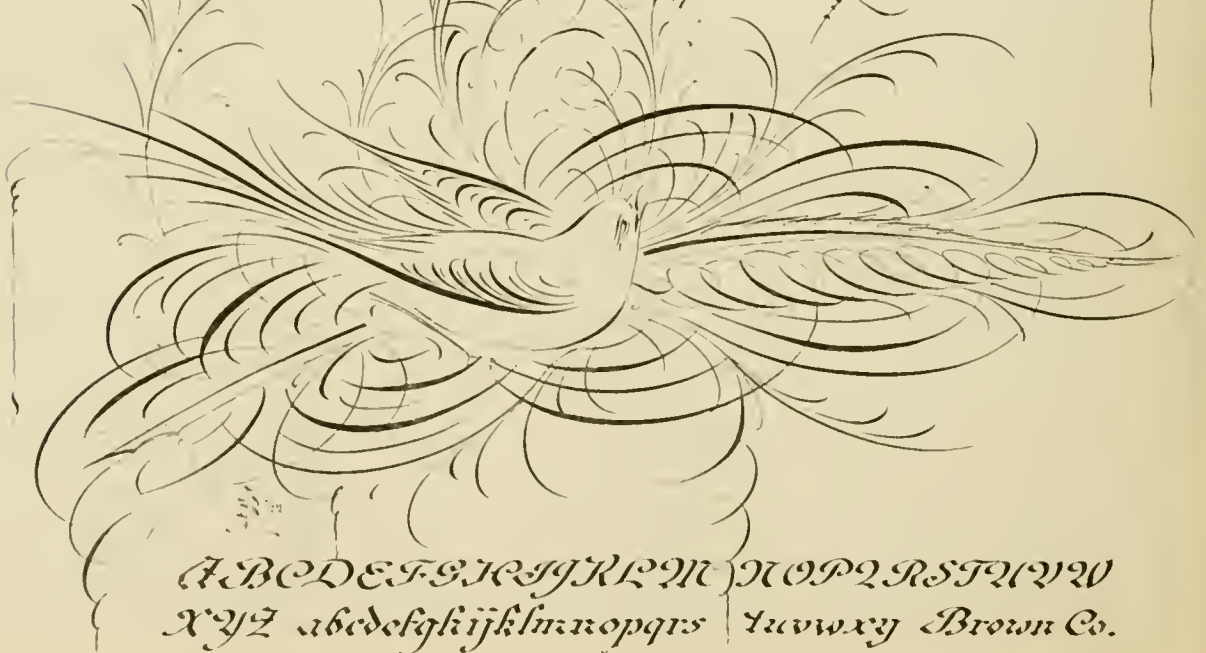
C. E. Chamberlin, Southwest Texas State Normal College, San Marcos, Texas, writes as follows: "We have opened with a record breaking attendance."

S. C. Williams, President Rochester, N. Y., Business Institute, writes, "Both our day and evening school enrollments for regular and special classes are very satisfactory, and our prospects for a successful year are indeed bright."

J. D. Rice of Chillicothe, Mo., Business College, writes as follows: "Our school is opening up with a good attendance. The general enrollment is running ahead of last year, and I believe we will have a bigger school this year than last year, and I hope a little later to be able to send you another good list."

Similar reports are coming from many schools, located in different parts of the country. All indications point to a good year for Commercial schools.

RAPID PEN LETTERING FOR STUDENTS IN ENGROSSING



A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z Brown Co.



STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC.

Required by the
Act of Congress of August 24, 1912
Of Business Educator—Professional Edition,
published Monthly at Columbus, Ohio, for
October 1, 1922.

State of Ohio
County of Franklin
ss.

Before me, a Notary Public in and for the state and county aforesaid, personally appeared Arthur G. Skeeles, who, having been duly sworn according to law, deposes and says that he is the editor of The Business Educator, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Name of Post Office Address
Publisher, The Zaner-Bloser Company,
612 N. Park St., Columbus, O.
Editor, Arthur G. Skeeles,
612 N. Park St., Columbus, O.
Managing Editor, None.

Business Manager, E. W. Bloser,
612 N. Park St., Columbus, O.
2. That the owners are: (Give names and addresses of individual owners, or, if a corporation, give its name and the names and addresses of stockholders owning or holding 1 per cent or more of the total amount of as they appear upon the books of the company stock.)

The Zaner-Bloser Company.
E. W. Bloser 612 N. Park St., Columbus, O.
E. A. Lupfer 612 N. Park St., Columbus, O.
R. B. Moore 612 N. Park St., Columbus, O.
Robert E. Bloser.

612 N. Park St., Columbus, O.
Arthur G. Skeeles.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.)
None.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the six months preceding the date shown above is (This information is required from daily publications only).

ARTHUR G. SKEELES, Editor.
Sworn to and subscribed before me this 9th day of October, 1922.

HARRY DILL, Notary Public.
(My commission expires May 12, 1925.)

EVERET MARTIN, PENMAN

Cards, 25c. doz. Criticising 25c
Lessons on Request. Supplies
14109 Mayfair Ave. E. Cleveland, O.



UNEQUALED

HANDIEST and BEST Oblique Holder made.
A QUALITY article that has everything in its favor including the price. Prices on request.

R. C. KING

701 Metropolitan Life Bldg. Minneapolis, Minn.

XMAS CARDS!

YOUR NAME written in gold on 12 classy Xmas cards, 35c. Something NEW. One dozen finest white cards and GENUINE LEATHER card case, 50c. Particulars and specimens, 2c. Send early and avoid the rush.

CARDWRITERS and PENMEN! Send 10c for samples of all kinds of blank XMAS CARDS—Bird Flourished, etc.

F. N. LAWRENCE, Box 411, Portland, Indiana



LEARN ENGROSSING

In your spare time at home.

Thirty Lesson Plates and Printed Instructions mailed to any address on receipt of two dollars. Cash or P. O. Money Order.

P. W. COSTELLO
Engrosser, Illuminator and Designer

Odd Fellows Hall Bldg., SCRANTON, PA.

EDWARD C. MILLS, SCRIPT SPECIALIST

Drawer 982, Rochester, N. Y.

The finest script for engraving purposes, suitable for Bookkeeping Illustrations, etc.

Mills' Particular Pen No. 1, a pen for fine business writing, 1 gross by mail, \$2.25. Mills' Business Writer No. 3, the best for strong business writing, 1 gross by mail, \$1.25.

Students of Penmanship and Penmanship Supervisors should attend the Mills Summer School of Penmanship at the Rochester Business Institute during the month of July. Information upon request.

A MASTER PENMAN

always commands a better salary. Our home study course will qualify you, and our Service Department will help you. Master of Penmanship (M. Pen) conferred. Write.

CHAS. W. MYLIUS,

Peoples College Fort Scott, Kansas

Flourished Envelopes

Very Ornamental and Attractive

Different designs of birds, quills, scrolls, etc., all the same name and address, or different ones if desired. Envelopes furnished. Doz.... \$1.25

Flourished Cards (birds, scrolls, etc.) all fresh from the pen, with name. Doz.... \$1.00

Flourished Birds, large designs, 60c

Each 60c

Have your name written in a variety of fascinating styles on one dozen various colored cards, embellished with white ink, for only..... 40c

Send 10 cents for generous specimens

ARTHUR P. MYERS,

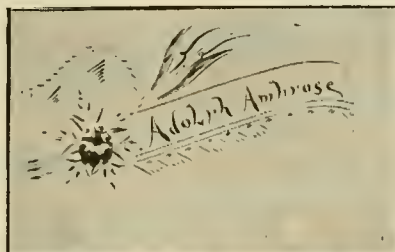
Artist and Expert Penman Red Lion, Pa.

Meub's Professional Oblique Penholders

MR. S. E. LESLIE, Spencerian College, Cleveland, Ohio, one of America's finest penmen, says: "I like the adjustment of your holders better than any I have ever used. Every penman in the country should be supplied."

Handmade and inlaid with the finest woods. Send check for yours today. \$1.25 postpaid. Your money back if not satisfied.

A. P. MEUB, 2051 N. Lake Ave., Pasadena, Calif.



ADOLPH O. AMBROSE, CARD CARVING ARTIST

111-113 North Main St., Janesville, Wisconsin

Professional Penmen

Leslie E. Jones, Elbridge, N. Y., Business and Ornamental Writing.

A. W. Anderson, Redlands, Calif., Cards, Flourishing, etc. Sample 25c.

Burt Kelley, 833 Smith St., South Bend, Ind., Mail Courses Penmanship and Card Writing. Samples 25c.

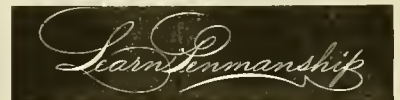
C. C. Oursler, Card-Writer, Oblong, Ill. Generous samples and card case, 25c.

Adolph O. Ambrose, Card Carving Artist, Janesville, Wis. Sample, 15c.

Paul H. O'Hara, Maury High School, Norfolk Va. Courses as follows: Business and Ornate (Mills' style). Roundhand, Lettering, Rowe Bk. and Accty. Extension course. All sets. High standards. Investigate.

D. A. O'Connell, Penman, LeSueur, Minn. Signature combinations a specialty. Liberal samples 20c.

(Your name in this column will cost only a small sum. Ask about it.)



Don't be ashamed of your writing. Persons receiving my simplified instructions are amazed how quickly they become expert penmen. Let me make YOU an expert. Your name written on card and full details free. Write today.

A. P. MEUB, 2051 N. Lake Ave., Pasadena, Cal.

IMPORTED

Genuine Sheepskin Parchment and Illuminating Vellum

We carry these in stock in various sizes at very reasonable prices and can supply same at once.

We Engross and Illuminate Resolutions and Testimonials for Penmen and Artists throughout the Country in the latest and best forms, enabling them to make a profit on our work.

B. C. Kassell Company

Engrossers, Engravers, Lithographers

105 North Clark Street

Chicago, Illinois

Card Carving and Gouging

BY one of the premier exponents of the art. Send fifteen cents for one of the most beautiful specimens you ever saw.

SPECIAL OFFER

For 50c I will send you SIX HANDSOME CARDS suitable for presents or tokens, in six different styles.

Instructions Given! Complete outfits, \$7.15. for doing professional work, such as specimen cards, black cards, practice cards, colors (paints), brushes, gouge, knife and instructions.



ROUNDHAND for BEGINNERS

Copy and Instructions by

E. A. LUPFER, Zanerian College of Penmanship
Columbus, Ohio

Make sure that your ink, paper, pens, etc., are in good shape. You should get light hair lines and black uniform shades. Change pens as soon as one does not work well.

The more carefully you study the copy the more quickly you will learn to write. Study each letter in detail before working upon it. Make page after page of each letter. Work to improve one thing at a time.

No. 1. The w begins like the u and finishes with a blind loop on the main slant and a hair line ending upward. Study the shape and position of the

finish before practicing. Watch the following, one at a time:

- Get dot on w as heavy as shades
- Get spacing equal, not too wide.
- Round out turns gracefully.

No. 2. The v is the same as the last down stroke of n and the finish of w. Be systematic in practice.

- Notice the width.
- Watch slant of blind loop.
- Finish carefully.

No. 3. The r begins like n and ends same as v and w. Study the dotted lines before practicing.

- Do not slant last part away from first part.

b. Get uniform shades.

c. Hit ruled head and base lines.

No. 4. The new part for you in x is the crossing which should be made downward. Notice the dainty shades.

- See that crossing is in the center.
- Get light shades.
- Compare x with v and n.

No. 5. You should not leave a letter until you have practiced it in words. Try the ones in the copy and other simple ones. Think of one thing at a time.

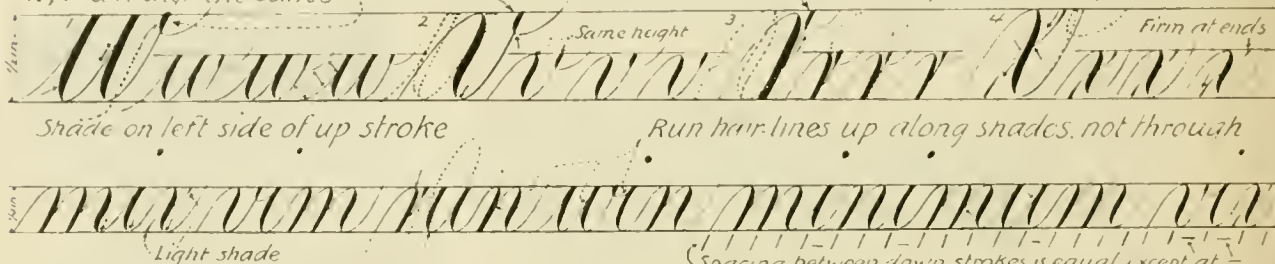
- Slant.
- Spacing.
- Height.
- Turns.
- Endings.
- Raise pen often.
- Compare your work with copy often.

Send copy for criticism. See September and October numbers.

Intelligent practice wins

W, V & R end the same

*Fill in loop as you go for rapid work
Make loop first then fill in for exact work.*



FOR SALE

Library of Commercial Education.

AS several business schools are now offering advanced courses, they may feel the need of additional texts in their library for research purposes. Such should be interested in one or more of the divisions of my library. Write for lists, specifying subjects: 1. Arithmetic, 2. Bookkeeping, 3. Business English, 4. Penmanship, 5. Shorthand, 6. Typewriting.

HORACE G. HEALEY

120 East 184th Street NEW YORK CITY

COURSES BY MAIL

Normal, High School, Business, Law, Engineering and College Courses leading to the regular College and Post Graduate degrees thoroughly taught by mail. Now is the time to enroll. For special rates address

CARNEGIE COLLEGE, Rogers, Ohio.

A Business of Your Own

No position or profession in the world offers you the opportunity for advancement or the money-making possibilities unless you "are your own boss." No one ever became rich working for the "other fellow." Did you ever know a wealthy penman? I can show you how to make some "real money" if you want to make it. My literature is yours for the asking.

C. F. BEHRENS, Consulting Chemist

P. O. Box 573 Cincinnati, Ohio

"How To Sell—And What"

The Money Makers' Magazine—"The Main Entrance to Successful Selling." Tells how, when and what to sell. Puts you in touch with fastest selling lines and hundreds of reliable manufacturers—many of whom require no previous experience. Famous contributors: "brass tacks" departments; interviews with successful men and women. \$2.00 a year. Special combination price with "The Business Educator" both for \$2.25. Sample copy free.

HOW TO SELL

Department B. E., 22 W. Monroe St., Chicago, Illinois

ELLIOTT SHIELD

A Keyboard Cover for teaching Touch Typewriting. 35c each, postpaid.

A. E. ELLIOTT, Box 579 Cincinnati, Ohio

HIGGINS' ETERNAL INK-ENGROSSING INK

WRITES EVERLASTINGLY BLACK



THE ETERNAL INK is for general writing in plain or fountain pens.

THE ENGROSSING INK is for special writing, engrossing, etc.

These inks write black from the pen point and stay black forever: proof to age, air, sunlight, chemicals and fire.

At Dealers Generally
CHAS. M. HIGGINS & CO., MFR.
271 NINTH ST. BROOKLYN, N. Y.

HIGH GRADE DIPLOMAS AND CERTIFICATES.

For Business Colleges and Public Schools

Catalog and Samples Free.

We specialize in Made-to-order Diplomas

Resolutions Engrossed
Diplomas Neatly Filled

Art Calendars and Advertising Novelties,
Attractive Lines

Best Quality—Reliable Service

ENGROSSERS **HOWARD & BROWN** PRINTERS

Rockland, Maine

No. 313 One of the TWELVE MOST POPULAR PENS in the WORLD

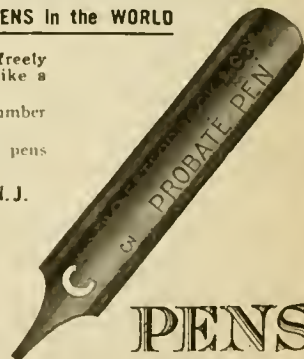
No. 313 is a light, medium fine stub that travels freely over the paper. It is a favorite among those who like a springy stub pen that permits strong, forceful writing.

Choose from the dealer's display case, order by number for safety's sake, and buy by the box—it is red.

Send 15c for samples of the twelve most popular pens in the little red box.

The Esterbrook Pen Mfg. Co., 92 100 Delaware Ave., Camden, N. J.
Canadian Agents: Brown Bros., Ltd., Toronto

Esterbrook



PENS



BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

Practical Self-Help, by Christian D. Larson. Published by Thomas Y. Crowell Company, New York City. Cloth cover, 223 pages.

This book is a text book of applied psychology, mental development and personal efficiency.

It is the purpose of this book not only to discuss greater powers and possibilities in man, but also to present practical methods through which they may be applied, and to encourage as many as possible to study and apply these greater powers within them so that they may not only become greater and richer and more worthy as individuals, but may also become forerunners of that higher and more wonderful race of which we all have so fondly dreamed.

Business Law, by Samuel D. Hirsch, S. B., J. D. Published by LaSalle Extension University, Chicago. Cloth cover, 514 pages.

This book has been prepared with the view to meeting the needs of commercial and technical departments in colleges. It is supplied with illustrative cases, legal forms and quiz questions which will be found to be of great value to the teacher.

The chapter headings are: Contracts; Agency, Torts, Personal Property and Bailments; Sales of Personal Property; Chattel Mortgages; Title and Real Estate; Real Estate Mortgages; Landlord and Tenant; Trusts and Trustees; Negotiable Instruments; Guaranty and Suretyship; Partnership; Private Corporations; Insurance; Trade Marks; Bankruptcy.

How to Speak in Public, by Grenville Kleiser. Published by Funk & Wagnalls Company, New York City. Cloth cover, 553 pages.

The demand for this book, exhausting several editions in a comparatively short time, testifies to the widespread interest in the subject of speech culture. There has never been a time when convincing and forceful speech exerted so great an influence as now in business, social and public life. It is not too much to say that to speak well is a certain passport to success.

Certain portions of the book have purposely been made suggestive rather than explanatory, thus compelling the pupil to solve some of the problems for himself.

Part I treats of the mechanics of elocution such as breathing and vocal hygiene, vocal expression, voice culture, modulation and gesture. Part II takes up the mental aspects such as pausing, picturing, conversation, confidence, Bible reading, etc. In Part III we come to public speaking, and Part IV selections for practice.

Applied Business Correspondence, by Herbert Watson, Advertising and Sales Specialist, New York. Published by the A. W. Shaw Company, Chicago, Illinois. Cloth cover, 600 pages.

In this book Mr. Watson has brought together the results of many years of experience of the correspondence experts of the Shaw organization and several years of work which had been undertaken preparatory to publishing a course in business correspondence which would adequately reflect this experience.

Mr. Watson writes far more than merely an acceptable book on the writing of business letters. He speaks in terms of actual experience; he reproduces concrete examples, etc. But he goes further and outlines a method of writing any business letter which is so understandable and so convincing that as you read you find yourself completely fascinated at the new power laid open before you to make your own letters do all that you want them to do.

Business English, by Edwin H. Lewis, Ph.D., LL.D., Professor of English, Lewis Institute, Chicago. Author of a First Manual of Composition, An Introduction to the Study of Literature, Applied English, Grammar, Etc. Published by LaSalle Extension University, Chicago. Cloth cover, 288 pages.

This work grew out of teaching English to college men who were beginning their studies in engineering. It seemed for various reasons desirable to give such students—along with their work in pure literature and technical English—some instruction in English as adapted to buying and selling advertising and correspondence. What was needed was a book which took into consideration the best standards and scholarship of college teaching, and applied the established principles of composition to special problems of business, with due reference to vocabularies of commerce and commercial law.

From this point of view, then, the text of the book was written. When finished much of it was seen to be within the grasp of younger students. It was then determined to simplify the text a little further and to construct exercises which would make the book serviceable in third and fourth year of

technical and commercial high schools in the first year of technical colleges, in business colleges, and correspondence work.

Advertising, by E. H. Kastor, H. W. Kastor & Sons, Chicago and St. Louis. Published by LaSalle Extension University, Chicago. Flexible binding, 317 pages.

This work is intended primarily for the average business man having to do with advertising who wants to know about the various phases of the subject. It contains the kind of practical information which such a person will find helpful and profitable to know.

The author has been in the general advertising business for twenty years, and has been in turn a copy man, layout man, idea man and a campaign man.

Emphasis is laid upon fundamental things—the study of the product, the study of the market, the mediums and their circulation, the psychology of the reader. There is also an excellent discussion of advertisement English.

The book is illustrated with examples lifted right out of the experience of modern advertising as a final method of tying together the principles presented. A number of advertisements from typical lines are analyzed as a whole, showing the position which they occupied in the campaign, the analysis which preceded, the merits of the copy, the room for displays, illustrations, type used, etc.

Suggestions for Modern Science Concerning Education, by Herbert S. Jennings, John B. Watson, Adolf Meyer and William I. Thomas. Published by the MacMillan Company, New York. Cloth cover, 211 pages.

This book is written in four sections. The first section is a discussion on the "Biology of Children in Relation to Education," by Herbert S. Jennings of the Johns Hopkins University. The second is a discussion of "Practical and Theoretical Problems in Instinct and Habits," by John B. Watson of the Johns Hopkins University. The discussion as to whether or not left or right handedness is inborn or whether it is really a habit should be read by every Penmanship Supervisor and Primary Teacher who is confronted with the problem of teaching left-handed children to write.

The chapters on "Mental and Moral Health in a Constructive School Program," by Adolf Meyer of the University of Chicago and the discussion of "Persistence of Primary Group Norms," by William I. Thomas of the University of Chicago are very interesting and valuable to teachers.

20th Century Bookkeeping AND Accounting



Business Letter Practice

By JOHN B. OPDYCKE

First Assistant, Department of English, Theodore Roosevelt High School, New York City;
Lecturer in Advertising, New York University.

The Last Word of the Business Letter

With an Introductory Symposium by
Four Prominent Captains of Commerce

A new, thoroughgoing, comprehensive text on the subject of business letter writing in particular, and commercial composition in general, as well as an authoritative treatise on business practice and operation.

What they say:

"The introductory symposium on business letter writing, by four leading American Captains of Commerce, is a classic in business expression. The instruction given is sound in psychology and might well be studied by writers of a more literary purpose."—**New York World.**

"The teacher will find a wealth of materials, including hundreds of business letters, paragraphs in exposition of business English, articles by commercial and industrial leaders and a very valuable business lexicon."—**The Pennsylvania School Journal, Harrisburg, Pa.**

"The book has been planned with all that exceeding elaboration of detail which is so characteristic of American service departments. All the science of letter writing in its every business aspect has been exhaustively treated, and numerous examples are given of both how letters should and should not be written."—**The Advertising World, Columbus, Ohio.**

"Last night I finished reading Mr. John B. Opdycke's 'Business Letter Practice' which you have recently published. The immense amount of infor-

mation which this book contains is certainly put together in an extremely interesting and instructive manner. I believe every man or woman who writes, or intends to write, business letters would be more than repaid for the money spent in purchasing this book and for the time employed in carefully studying it."—**Dr. Edward H. Eldridge, Simmons College, Boston, Massachusetts.**

"Most of the books on letter writing, that it has been my good fortune to read, or in some cases, my misfortune to read, are usually too prone to dwell on what not to do and often neglect to tell us what we should do. It is quite refreshing to find a book like 'Business Letter Practice,' replete with illustrations of what has been done, followed by what should be done. 'Business Letter Practice' I believe to be a distinct contribution to better letter writing, and I am very glad indeed to have had this opportunity to add my little bit to the thousands of other business men who are clamoring for more help and more light on how to write better business letters."—**Roger W. Babson, President, Babson's Statistical Organization, Wellesley Hills, Mass.**

560 pages, cloth, gilt. Price \$2.50

SPECIMEN PAGES FREE

ISAAC PITMAN & SONS, 2 West Forty-fifth Street, NEW YORK



Script cuts are attractive. They make a newspaper advertisement stand out and catch the eye. Good writing is especially appropriate for Business College Advertising.

"Expensive?" No, not if you use Z. & B. Stock Cuts. Electros furnished for less than the price of the penwork alone. Original designs cost more, but are still moderate in price. Tell us your ideas, and let us submit sketches.

A Script Cut Catalog

is ready, containing illustrations and prices of Script Cuts for Business College Advertising. On its 44 pages will be found cuts for newspaper advertising, cuts for script circular letters, cuts for letter heads and envelope designs, cuts for Christmas and New Year cards. It is worth dollars to any business college man for his suggestions as to how to make his advertising more effective.

Write for a copy if you do not have one on file.

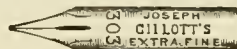
Zaner and Bloser Company
Penmanship Specialists
Columbus, Ohio

Gillott's Pens

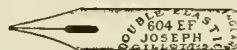
The Most Perfect of Pens



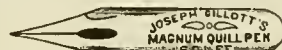
PRINCIPALITY PEN, No. 1



VICTORIA PEN, No. 303



DOUBLE ELASTIC PEN, No. 604 E. F.



MAGNUM QUILL PEN, No. 601 E. F.

GILLOTT'S PENS have for seventy-five years stood the most exacting tests at the hands of Professional and Business Penmen. Extensively imitated but never equalled, GILLOTT'S PENS still stand in the front rank, as regards Temper, Elasticity and Durability.

SOLD BY ALL DEALERS

Joseph Gillott & Sons

ALFRED FIELD & CO., Sole Agents

93 Chambers St.

NEW YORK

PENMANSHIP SUPPLIES

Prices subject to change without notice. Cash should accompany all orders.

All goods go postpaid except those listed to go by express, you to pay express charges. Of course, when cheaper, goods listed to go by express will be sent by parcel post, if you pay charges.

PENS

Zanerian Fine Writer Pen No. 1.		
1 gr.....\$1.75	1/4 gr.....\$.50	1 doz.....\$.20
Zanerian Ideal Pen No. 2, Zanerian Medial Pen No. 3,		
Zanerian Standard Pen No. 4, Zanerian Falcon Pen No. 5,		
Zanerian Business Pen No. 6.		
1 gr.....\$1.25	1/4 gr.....\$.40	1 doz.....\$.15

Special prices in quantities. We also handle Gillott's, Hunt's, Spencerian and Esterbrook's pens. Write for prices.

Broad Pointed Lettering Pens.

1 Complete set (12 pens).....	\$0.35
1/2 doz. single pointed pens, 1, 1 1/2, 2, 2 1/2, 3, 3 1/2.....	.20
(The pens most used by letters and engrossers)	
1/2 doz. single pointed pens.....	.15
1/2 doz. double pointed pens.....	.35
1 doz. single pointed, any No.....	.25
1 doz. double pointed, any No.....	.60

PEN HOLDERS

Zanerian Fine Art Oblique Holder, Rosewood:		
11 1/2 inches.....\$1.25	8 inches.....	\$1.00
Zanerian Oblique Holder, Rosewood:		
11 1/2 inches.....\$.85	8 inches.....	.75
Zanerian Expert Oblique Holder, 7 1/2 inches:		
1 only.....\$.20	1 doz.....\$1.25	1/2 gr.....\$6.50
1/2 doz......75	1/4 gr.....3.50	1 gr.....12.00
Excelsior Oblique Holder, 6 inches:		
1 only.....\$.15	1 doz.....\$1.20	1/2 gr.....\$5.50
1/2 doz......70	1/4 gr.....3.00	1 gr.....10.00
Zaner Method Straight Holder, 7 1/2 inches:		
1 only.....\$.15	1 doz.....\$.90	1/2 gr.....\$4.00
1/2 doz......50	1/4 gr.....2.50	1 gr.....7.50

1 Triangular Straight Holder, 7 1/4 inches.....	\$0.20
1 Triangular Oblique Holder, 6 inches.....	.20
1 Central Holder, hard rubber, 5 3/4 inches.....	.25
1 Correct Holder, hard rubber, 6 3/4 inches.....	.25
1 Hard Rubber Inkstand.....	.55
1 Good Grip Penpuller.....	.10
1 Inkholder for Lettering.....	.10
1 All-Steel Ink Eraser.....	.60

Z. M. No. 9 PAPER

100 sheets, postpaid.....	\$0.50
1 package, 500 sheets.....	.85

(Not prepaid. Weight 6 lbs. Ask your postmaster what parcel post charges will be. Special prices on 50 packages or more.)

INKS

Zanerian India Ink:		
1 bottle.....40c	1 doz. bottles express.....	\$4.00
1 bottle Zanerian Gold Ink.....		.25
1 bottle Zanerian School Ink.....		.20

CARDS

White, black and six different colors:	
100 postpaid, 30c; 500 express (shipping weight 2 lbs.),	
\$1.00; 1000 express (shipping weight 4 lbs.), \$2.00.	
Flourished Design Cards:	
With space for name. Two different sets of 12 each. Every one different.	
2 sets, 24 cards.....	.20
3 sets, 36 cards.....	.25
6 sets, 72 cards.....	.40
12 sets, 144 cards.....	.70

Write for new Penmanship Supply Catalog

ZANER & BLOSER CO., Penmanship Specialists, Columbus, Ohio



THE TEXT-BOOKS

—OF—

ROWE SHORTHAND

ARE

MODERN—DISTINCTIVE—TEACHABLE

Rowe Shorthand—New and Revised Edition

The system provides

1. A simple alphabet which makes adequate provision for representing all basic sounds.
2. Definite rules which provide for the combination and modification of the characters to secure the needed brevity.

Rote memorization is reduced to the minimum—there are just eighty-two word-signs in the entire system. The text-book is constructed on the principle of "dictation from the beginning." Sentences are given in the first lesson and letters as early as the fourth lesson.

Graded Exercises in Rowe Shorthand

A pad to be used by students in preparing the exercises in the text.

Lesson Drills and Reviews in Rowe Shorthand

Contains a series of running comments, penmanship drills, and supplementary reading exercises on each lesson in the text.

Special Instructions, Suggestions, and Methods for Learning and Teaching Rowe Shorthand

A series of loose-leaf sheets—one for each lesson—in which effective drill and practice methods are fully explained and exemplified. *Furnished without charge to teachers.*

Tests in Rowe Shorthand

A series of tests to be given at intervals throughout the study of the principles. *Free to teachers.*

Dictation Course in Business Literature—Rowe Edition

A practice book for students' use, definitely correlating English and shorthand.

Advanced Dictation and Secretarial Training—Rowe Edition

Correlates advanced shorthand with office training and secretarial practice.

Graded Dictation Tests Classified Dictation Drills

{ Supplementary dictation manuals for the teacher.

Write for information about our Teachers' Correspondence Course in Rowe Shorthand.

The H. M. Rowe Co.

CHICAGO

BALTIMORE

SAN FRANCISCO

THE BUSINESS EDUCATOR

VOL. XXVIII

PROFESSIONAL EDITION, \$1.50 A YEAR
December, 1922

No. 4

PENMANSHIP
BUSINESS

ENGROSSING
EDUCATION

Wages for Muscle.
Salary for Time.
Profits for Brains —
Which Will You Sell

?

—E. BROWN, 1921—

ZANER-BLOSER COMPANY
COLUMBUS, OHIO.

*Ready!
our new
machine*



REMINGTON No. 12

"The Quiet Typewriter"

"The sum of typewriter merit," is a strong statement, but we make it advisedly. The new No. 12 Remington contains every feature and every quality that the typewriter user has always wanted.

Remington strength and reliability—in full measure.

"Natural Touch"—which gives a speed and ease of operation which is a revelation to every typist.

Good work—and *always good work*—insured by features which prevent mis-operation.

The *Self-Starter*, or automatic indenter, that great, exclusive Remington

feature, which saves nearly a minute per letter in typing time.

And added to all these, a degree of silence in operation which *insures the quiet desired in every business office.*

The new Remington No. 12 sells for \$110—\$7.50 more than our standard correspondence machine—a \$7.50 *premium for quiet.*

The business man will want this new Remington in his office for its quiet and the surpassing quality of its work.

His typist will want it for its "natural touch"—which makes the day's work swift and easy.

Now on demonstration.

A good typewriter deserves a good ribbon. Paragon Ribbons—made by us. 75 cents each, \$7 a dozen.

Remington Typewriter Company

374 BROADWAY, NEW YORK

BRANCHES EVERYWHERE



— ELLIS BOOKS —

Office Dictation.
Expert Dictation.
The Vocabulary Method of Training Touch Typists.
Practical Law.
Essentials of Commercial Law.
The New Model Arithmetic.
Ellis Rapid Calculation.
Effective English and Letter Writing
A New English System for New American Citizens.
Letter Writing for the Business Builder.
Ellis Business Correspondence.
Ellis Rational Speller.
Marshall's Method of Thrift Training.
The Ellis Method of Home Accounting.
The Ellis Method of Farm Accounting.
ELLIS INDUSTRIAL BOOKKEEPING.
THE TARLET METHOD OF TEACHING BOOKKEEPING.
Modern Banking.
Special Bookkeeping Sets.
Office Equipment.
Stationery and Supplies.

Nearly all the books listed above are either new or recently revised. A careful examination of our bookkeeping courses will convince any teacher that they are thoroughly modern and that the student who studies Ellis Bookkeeping is splendidly equipped for a place in the business world. Examination implies no obligation to adopt.

Write for Price List and Samples.

ELLIS PUBLISHING COMPANY

Educational Publishers

BATTLE CREEK, MICHIGAN

Books for the Commercial Teacher

Ten Lessons in Bookkeeping

A brand new set for beginners, consisting of Bookkeeping, Banking and Business Practice. Just the thing for use in Shorthand Department.

Bliss Bookkeeping and Accounting

Consists of six sets, thoroughly covering Sole Proprietorships, Partnerships and Corporations. Complete new text.

Corporation Accounting

An advanced course requiring from six to eight weeks, completely covering the organization, the Bookkeeping and the Accounting of Corporations. Fifty illustrations.

National Dictation

With Pitman, Graham and Gregg notes.

Scientific Touch Typewriting

Every Typewriter teacher should examine this book. Hundreds of enthusiastic users.

Simplis Shorthand

Something quite different in a light line system of Shorthand.

Complete catalog explaining these texts mailed upon request. Examination copies sent to reliable schools.

THE F. H. BLISS PUBLISHING COMPANY

SAGINAW, MICHIGAN

The Reference Book of Accounts

By ROBERT J. McINTOSH, Certified Public Accountant

Third Edition—Revised—299 Large Pages—Bound in Law Buckram—\$3.75

An Authoritative Guide

to accounting and systematizing for accountants, auditors, instructors, school and college libraries, students of accounting, executives, merchants—for all who are interested in accounting and the analysis and preparation of financial statements.

The Reference Book of Accounts is not a long course of tedious reading, but a digest of up-to-date accounting practice arranged in such handy form that many accountants, instructors, etc., keep it on their desks for ready reference in solving various problems as they arise.

"I particularly recommend to bookkeeping and accounting teachers, that they read and study this book, and that they in turn recommend it to their students, as it will give to anyone in the shortest possible time, a thorough knowledge of accounting as practiced by the largest and most successful companies, that otherwise would require years of experience and study of accounting theory."—H. E. VanCleaf, C. P. A.

SPECIAL OFFER. A copy of Reference Book of Accounts will be sent prepaid on 5 days' approval. A discount is allowed to schools.

Metropolitan System of Bookkeeping

New Edition, 1922

By

W. A. Sheaffer

You Will Like It. The text emphasizes the thought side of the subject. It stimulates and encourages the reasoning power of the pupil. Pupils acquire a knowledge of the subject as well as facility in the making of entries. It is a thoroughly seasoned, therefore accurate, text supported by complete Teachers' Reference Books, and Teachers' Manual.

Parts I and II text is an elementary course suitable for any school in which the subject is taught. Two semesters are required in High Schools and a correspondingly shorter time in more intensified courses.

Parts III and IV text is suitable for an advanced course following any modern elementary text. We make the statement without hesitation, that this is the most teachable, most up-to-date, and strongest text published for advanced bookkeeping and elementary accounting use.

Corporation-Mfg.-Voucher unit is bound in heavy paper covers and contains all of Part IV. It is a complete course in Corporation accounting including instructions, set of transactions, exercises, problems, etc. It is without doubt the best text for this part of your accounting course. List prices, Text, 120 pages, 40 cents. Supplies, including Blank Books and Papers, 95 cents.

EXAMINATION COPIES will be submitted upon request.

METROPOLITAN TEXT BOOK COMPANY

Texts for Commercial Subjects
37 SOUTH WABASH AVENUE

CHICAGO



Should Salesmanship Be Taught?

READ WHAT HILLING SAYS:—

MANUAL TRAINING HIGH SCHOOL
PEORIA, ILLINOIS

DAVID C. HILLING
DIRECTOR OF COMMERCIAL DEPARTMENT

Mr. J. S. Knox,
The Knox Business Book Company,
Cleveland, Ohio.

October 13, 1922

My dear Mr. Knox:

When the subject of Salesmanship became a part of our course of study, from the few texts then published, Knox's Business Efficiency, 1912 Edition, was chosen.

The subject was then offered in the last half of the senior year to those who elected Salesmanship as an extra subject.

At the present time Salesmanship is a required subject in the third year of the Commercial Course, using Knox's Salesmanship and Business Efficiency, 1922 Edition.

There are five classes of boys and girls who are learning the inspiring lessons of self-analysis, a definite aim, leadership, and character building. They are the pepiest bunch of live wires we ever had. The work of all other subjects is stimulated by the inspiration of these lessons.

Besides the work done in the high school, Salesmanship is also taught in four of the leading department stores in the city, through the Department of Vocational Education. The personnel of these groups in two of the stores is made up of salespeople of one to six years' experience. So you must realize that Knox's Salesmanship and Business Efficiency contains the vital principles of selling and the development of the personality, or we could not hold the interest of the salespeople, nor would the management want us to come into the stores.

The great aim of this text—"to serve humanity," is being fulfilled.

Yours in the service,

DCH:EM

Send for a free examination copy of this book that builds character and increases health, wealth and happiness.

Knox Business Book Company, Cleveland, Ohio

4 FAMOUS LITTLE BOOKS Given Away

with each six month's subscription to the Business Philosopher
THE FOUR BOOKLETS ARE:

(1) **AS A MAN THINKETH**—one of the most powerful books on thought mastery ever written. The power of right thinking simply explained.

(2) **OUT FROM THE HEART**—a sequel to "As a Man Thinketh". The directions on the formation of habits of right thinking are invaluable.

(3) **THROUGH THE GATE OF GOOD**. To quote a sentence: "The essential difference between a wise man and a fool is that the wise man controls his thinking, the fool is controlled by it."

(4) **MORNING AND EVENING THOUGHTS**—choice meditations, poetry and prose, from James Allen, one of the world's great teachers.

The subscription will start with the December issue, rich with yuletide sentiment, and end with May. You will be pleased by Orison Swett Marden's psychology of success, by A. F. Sheldon's philosophy of SERVICE, as enunciated by Rotary, by the symposium on the purpose and meaning of life and the inspirational articles by Jerome P. Fleishman, who is considered by many the equal of Frank Crane.

You will also be interested in the discussions by well known leaders on current problems, such as

"THE ENFORCEMENT OF CRIMINAL LAW"

"THE ALLIED DEBT"

"THE MODERN DANCE"

"INTERNATIONALISM"

You Will Find

The Department of Applied Psychology non-technical, offering suggestions which you may find valuable in maintaining your health and happiness and attaining your success.

The Philosopher will make a valuable and interesting friend for your long winter evenings that are ahead—you will always cherish his friendship.

The six months' subscription is \$1.00, a dollar bill or stamps will do. **THE 4 BOOKLETS ARE SENT FREE.**

Address:

THE BUSINESS PHILOSOPHER

140 Monroe Ave., Memphis, Tenn.

An Ideal Christmas Gift



TYPEWRITERS

This standard Underwood can be had on an easy payment plan or a saving can be made by paying cash for it.

ALL MAKES IN STOCK

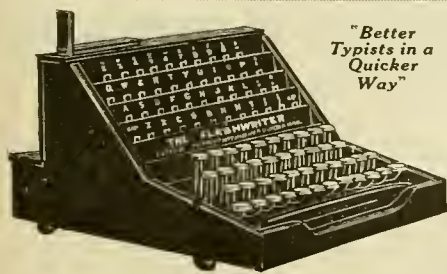
Write for our special list of Portable
Machines

If your machine does not give satisfactory service, let us make you a proposition.

RELIABLE TYPEWRITER COMPANY

325 Plymouth Court

Chicago, Ill.



Use the Flashwriter

WITH THE FOLLOWING RESULTS:

No Noise.

Students Trained More Quickly.

A Considerable Saving in Cost of
Equipment.

What is the FLASHWRITER?

The Flashwriter is a machine for teaching type-writing. Beginners use it in learning the keyboard; advanced students use it to gain speed; shorthand students use it in learning to transcribe their notes.

What is FLASHWRITING?

Flashwriting is a new and better way of practicing the mental and muscular reaction necessary to rapid and accurate typing.

The Flashwriter way is psychologically correct. There is no distracting noise—no bother with paper—no erasing of errors. The students concentrate on

the location of the keys on the keyboard and their relation to one another.

The Flashwriter develops MIND typists—the only dependable kind.

A course of instruction has been worked out consisting of keyboard drills for class and individual use.

Rent a FLASHWRITER

and prepare your typewriting lesson at home. The Flashwriter is for use throughout the entire course.

Write for literature telling what others are doing with the Flashwriter, and what it will do for you.

THE FLASHWRITER COMPANY, INC.

FACTORY: Troy, New York

NEW YORK OFFICE: 200 Fifth Avenue



Begin Your Penmanship Training Now



N preparing for a position as Supervisor or Teacher of Penmanship you can save time and money by improving your penmanship at home this winter under our supervision.

We have Correspondence Courses which lay the foundation for work in the Zanerian and will enable you to make more rapid progress in penmanship and give more time to methods of teaching, psychology of penmanship, etc., next summer when you attend the Zanerian Summer School.

You will remember that the State Department of Education of Ohio gives credit for work done in these lines. We expect to make a further announcement regarding credits in the January number of THE BUSINESS EDUCATOR. Write for information regarding our correspondence work leading up to the work in the Zanerian.

Zanerian College of Penmanship,

612 North Park St.

COLUMBUS, OHIO

SPEED SHORTHAND

By JOHN COMSTOCK EVANS

Lecturer on Office Practice, New York University
is indeed a

SUPERIOR SHORTHAND

Many distinctive, original and unique features, each of which serves the ultimate purpose of shorthand writing, viz.,

BREVITY, SPEED AND LEGIBILITY.

Theory is reduced to a minimum, but the system is one of surprising efficiency.

Teachers and writers of other system appreciate instantly its advance features.

Pupils write 80 to 120 words on new matter in six weeks while carrying full course of other subjects.

Write the author today for information.

JOHN C. EVANS

122 Princeton Road

Elizabeth, New Jersey

The LAST Issue of Stutsman's Compendium of Penmanship

(The World's Greatest Penman and Teacher)

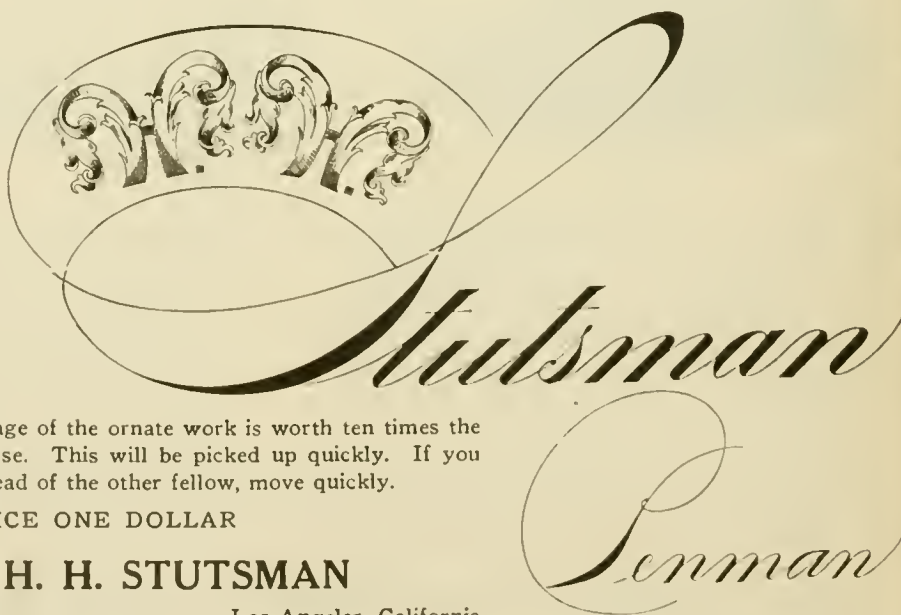
containing the finest work from the pen of the late A. D. Taylor is now ready. There will be no more publications of this work. This is your **LAST CHANCE** of securing this marvelous \$45.00 course of lessons in writing, containing the most beautiful copies the world has ever seen drop from the point of a pen. This work by Mr. A. D. Taylor has never been equaled by any other man. One page of the ornate work is worth ten times the price you pay for the course. This will be picked up quickly. If you want what will put you ahead of the other fellow, move quickly.

PRICE ONE DOLLAR

Address H. H. STUTSMAN

4416 Prospect Avenue

Los Angeles, California





*What a Promi-
nent Advertising
Man Says
About*

First Principles of Advertising

By Wilbur D. Nesbit

1. **Intensely Practical:**—The book is full of both the “what” and the “how” to do.

2. **Principles:**—It really contains *principles* — the foundation upon which the superstructures of advertising campaigns are built.

3. **Visualization:**—The author’s descriptions are so vivid that one has a perfect mental picture of the advertising copy before him.

4. **Readability:**—The book is in conversational style, yet with due regard to the proprieties of written discourse. It is therefore very easily read.

5. **Brevity with Completeness:**—It might well be called a “manual,” yet each idea is fully developed. It is complete. Its brevity will be a source of great satisfaction and economy to the *busy* man.

6. **Human Interest:**—By the close association of advertising with selling, the presentation of principles of universal application, and an effective use of the professional vernacular the author has intimately woven into the book human interest and appeal that make it difficult to lay the book down until one has finished it.

7. **Clearness and Definiteness:**—The author’s presentation is clear and precise. He raises questions pertinent to the topic under discussion and answers them in a straightforward way. He does not “beat around the bush,” resort to vague generalities or try to straddle. One may disagree with him, but one may not misunderstand him.

8. **Simplicity:**—The forcefulness of the book is its simplicity. It is not ridden with psychology or involved with technical terms. The author writes not as a theorist but as an expert performer. His complete mastery of the subject through experience is revealed by his simple, unostentatious presentation of principles of great professional value in everyday language that the layman can understand.

9. **Perspective:**—Both in introducing the subject of the volume and in the treatment of each chapter, before the reader is inducted into the details of execution, he is given a perspective of the problem in hand—just as one may get the perspective of a building by viewing it at different angles from a distance.

Owing to the nature of this publication we are obliged to make a charge for all samples.

School Edition \$1.00; Special Trade Edition, \$1.50

THE GREGG PUBLISHING COMPANY
NEW YORK CHICAGO BOSTON SAN FRANCISCO LONDON



FOUR WORLD'S RECORDS ESTABLISHED BY ISAAC PITMAN'S WRITERS

Results of the Contest for the Shorthand CHAMPIONSHIP OF THE WORLD

Held at New London, Conn., April 24, 1922

The results of the three tests for the championship were as follows:

		Speed 200			
Position	Name	System	No. of Words	Errors	Net
First	John F. Daly	Isaac Pitman	999	3	996
		Speed 240			
First	Nathan Behrin	Isaac Pitman	1204	8	1196
		Speed 280			
First	Nathan Behrin	Isaac Pitman	1407	7	1400

In the special high speed test on solid matter at 220 words a minute three Pitman writers broke the previous record with ease:

		Speed 220			
Position	Name	System	No. of Words	Errors	Net
First	Solomon Powsner	Isaac Pitman	1105	10	1095
Second	Nathan Behrin	Isaac Pitman		12	1093
Third	John F. Daly	Isaac Pitman		13	1092

In every instance all previous records were shattered by these writers.

Nathan Behrin who had not taken part in these contests since 1814, easily won the championship, smashing all previous records, and as shown above broke all previous records in each of the high speed tests.

Behrin made a total of only 19 errors in the three tests for the total at 200, 240 and 280 words a minute, making an average accuracy percentage of 99.5 in a total of 3,610 words, breaking his own record of 66 errors in 1913.

Mr. Behrin attributes his wonderful achievement to the remarkable simplicity of

ISAAC PITMAN SHORTHAND

Nathan Behrin entered the contest at the last moment, after six weeks' vacation from his court work, during which he received no practice. He took less than half the time allowed to transcribe the three tests for the title. His competitors took the full time allowance.

OUT OF SEVENTEEN CONTESTS FIFTEEN HAVE BEEN WON BY PITMAN WRITERS.

Pitman's Shorthand is easily learned because it possesses a rational alphabet basis and a rational scheme of abbreviating devices determined by the phonetic structure of the English language. These salient features eliminate the burden and confusion of memorizing arbitrary and illogical rules together with untold numbers of special abbreviations, as in Light-line Shorthand, where before half the theory is mastered it is necessary to memorize hundreds upon hundreds of word signs.

93 per cent of the New York City day and evening high schools teach the Isaac Pitman system of shorthand.

Send for a Trial Lesson and Particulars of a Free Correspondence Course for Teachers

ISAAC PITMAN & SONS, 2 West Forty-fifth Street, NEW YORK

Exponents of "A Practical Course" Win the First Places

in the

WORLD'S TYPEWRITING CHAMPIONSHIP

At GRAND CENTRAL PALACE, NEW YORK CITY

OCTOBER 23, 1922

The names and rates of the leading typists follow:

Name	Rate per minute
GEORGE L. HOSSFELD	144
BESSIE FRIEDMAN	142

Mr. Hossfeld also won the One Minute Championship, writing at the rate of 160 words.

These typists learned touch typewriting from Charles E. Smith's
PRACTICAL COURSE IN TOUCH TYPEWRITING, published by

ISAAC PITMAN & SONS, 2 West 45th Street, NEW YORK

Stiff paper covers, 70. Cloth, \$1.00

THE Business Educator COLUMBUS, O.

VOLUME XXVIII

COLUMBUS, OHIO, DECEMBER, 1922

NUMBER IV

PENMANSHIP PLATEAUS

Every student of penmanship is sure to encounter periods of varying length when all improvement seems to be at a stand still. Strive as one will, results are fruitless. This peculiar phenomenon occurs in all subjects and is not characteristic of writing by any means. No doubt the reason it is so noticeable in writing is because improvement in the art is so readily noticed and measured.

The first attempt to ascertain the causes of these periods of non-improvement, known as "plateaus," was made some 25 or 30 years ago by Dr. Bryan, President of the University of Indiana. He discovered several important facts and his deductions have been confirmed by other psychologists. The discovery of the existence of the plateaus was not so important as the revealing of some of the causes which produced them.

The chief cause has been found to be inadequate preparation for the work in hand. This may have been caused by lack of attention to the work or in the unwise attempt to cover too much ground in a given length of time. The requirement of proficiency in a manual art is not to be forced beyond certain limits. It requires something more than practice of the right kind to improve one's penmanship; there must be a lapse of time in order that the nerves and muscles may adjust themselves to one another and to transfer action from the conscious to the sub-conscious brain.

The second cause which is very common has been found to be loss of interest in the subject. It is a fact that we do not improve in those things which do not possess a certain fascination for us. Where there is no interest there is no attention, and effort is fruitless. The cause of lack of interest may be one of several — monotony of instruction, absence of aim, ignorance of the purpose of study and practice, etc. A third cause which is quite prevalent is unfitness for the work so far as

physical condition is concerned. It is well known that in order to meet with any degree of success in any physical accomplishment the student must always be in training. Over-work, loss of sleep, lack of exercise, insufficient food, illness, undue indulgence in tea, coffee, or tobacco, will spell failure every time in learning to write.

As these plateaus are a part of nature's plan to give the muscles and nerves a vacation, no one should be unduly alarmed by the fact that for days at a time there is no apparent improvement in writing or an increase of skill. Instead of being discouraged one should take heart, rest up a few days, lay aside the penholder and when one again resumes practice, it will be with a pleasurable surprise at the ease and freedom with which one executes lines and forms which were quite impossible a few days previous.

HORACE G. HEALEY.

A CORRECTION

An error was made in the official figures of the New London speed contest as to the percentage of John F. Daly on the 240 speed. He was credited with 97.6%, whereas it should have been 98.923%. This correction brings his average on the trophy speeds up to 98.307%, which beats Behrin's 1913 figure of 98.296%.

J. E. FULLER, Chairman,
Speed Contest Committee.

SENATORS FERRIS AND FESS

On November 7th the States of Ohio and Michigan elected school men to represent them in the United States Senate. Michigan chose Woodbridge N. Ferris, founder and president of Ferris Institute, Big Rapids, Michigan, one of the best known private school men in the United States.

Ohio chose Simeon D. Fess, who was for years a college professor in Ohio Northern University and Chicago University. Just before his election to Congress, four years ago, he was President of Antioch College, Yellow Springs, Ohio.

Mr. Ferris has also had political experience, having served one term as Governor of Michigan.

The political strength of these men in their respective states is shown by the fact that in each case the Governor chosen the same day was of the opposite political faith.

THE PRIZE CONTESTS

(Announced in October Number)

When this is written not a single letter or specimen has been received for several of the contests, and in no case has there been as many entries as there are prizes offered. This means that some of you who may enter the contests now are sure to receive a prize. Don't put it off too long. The contest closes December 20th.

H. J. Walter

By H. J. Walter, Winnipeg, Canada

THE BUSINESS EDUCATOR

ARTHUR G. SKEELES - - - - - Editor
ORACE G. HEALEY - - - - - Contributing Editor
W. BLOSER - - - - - Business Manager

Published monthly (except July and August)

By THE ZANER-BLOSER CO.,
612 N. Park St., Columbus, O.

SUBSCRIPTION RATES

Students' Edition\$1.00 a year
Professional Edition\$1.50 a year
(To Canada, 10c more; foreign, 20c more,
to pay extra postage.)

The Professional Edition contains 8 pages more than the Students' Edition, these being devoted to articles of special interest to Commercial and Penmanship Teachers. All the specimens of penmanship, and all the advertising are in both editions.

Change of address should be requested promptly in advance, if possible, giving the old as well as the new address.

Advertising rates furnished upon request.

The Business Educator is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.



EVERYDAY PENMANSHIP

By JOHN S. GRIFFITH

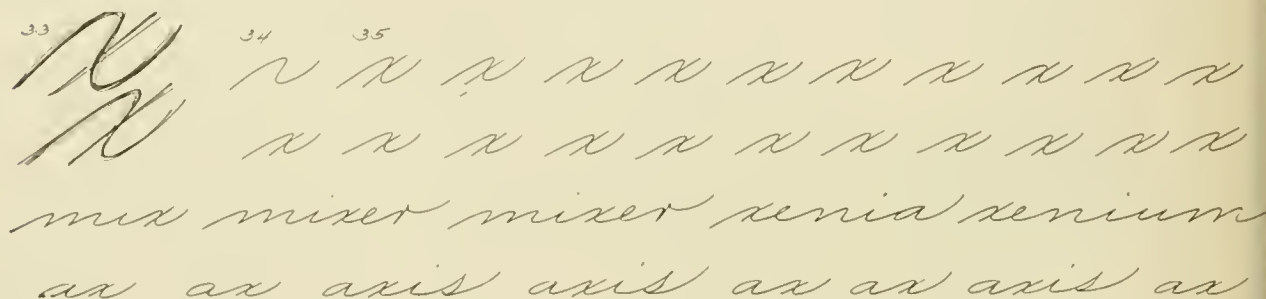
302 W. 61st Street, Chicago

Penman, Englewood Business College

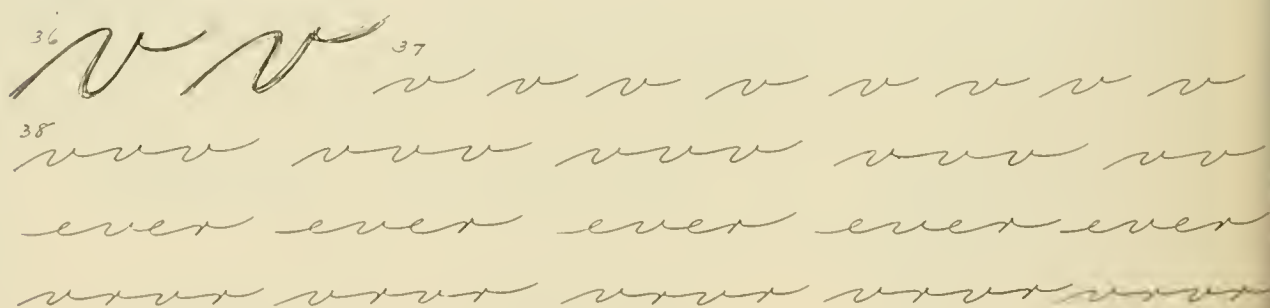
SEND SPECIMENS of your work to Mr. Griffith for criticism. Enclose 25c—worth more.
TEACHERS sending specimens from ten or more students should remit 10c for each specimen.

DECEMBER

It is not too early for many to be submitting specimens for the award. I did not receive the B. E. Certificate the first time, but I did not give up and one day my good teacher, T. Courtney, informed me that my specimen had been approved by Mr. Zaner.



Lesson 33. Begin the exercise with the over-curve, the straight line. Start that from the line and write upward three counts for the x. Strive for freedom when writing the words.



Lesson 36. Retrace the large copies. (37) count 1-2-3. (38) count 1-2, 1-2, 1-2-3.
Are you working for the B. E. Certificate? Can you notice any improvement in your writing? Send me some of your specimens.

HONOR ROLL

Hilda A. Hillger, whose writing is perfection almost to a fault, entitles her to first mention. Miss Hillger submitted six pages of some of the most beautiful writing I have ever seen. The others I have arranged as follows: Kelvin L. McCray, Carrie Boley, E. E. Allen, Fred Callis, E. S. Rhea, H. W. Williams, A. J. Caffery, T. W. Morgan, E. J. Wilkinson, A. B. Ross and E. T. Clark.

The papers submitted by O. P. Marken, Topeka, Kansas, were especially interesting;

with his beautiful copies a set written by his twelve year old son Ralph was inclosed. Ralph is following his father's instructions very closely and from indications we are going to have to keep our eyes on Ralph's penmanship.

Many other sets were received, and those whose names have not been mentioned as yet should try again.

Let me help you as I am helping others to win a sensible style of business writing.

JOHN S. GRIFFITH.

ASK YOUR TEACHER
ABOUT THE
B. E. CERTIFICATE



ADVANCED PRACTICE

By A. P. MEUB,
2051 N. Lake Street, Pasadena, California

Following Plates
will introduce other
capital letters.

M M M M M M M M M M M M M M M M
Munsey Munsey Munsey Munsey M

N N N N N N N N N N N N N N N N
Nannie Nannie Nannie Nannie

O O O O O O O O O O O O O O O O
Onions Onions Onions Onions

P P P P P P P P P P P P P P P P
Pullman Pullman Pullman Pullman

Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q
Quinton Quinton Quinton Quinton.

EVERYDAY PENMANSHIP

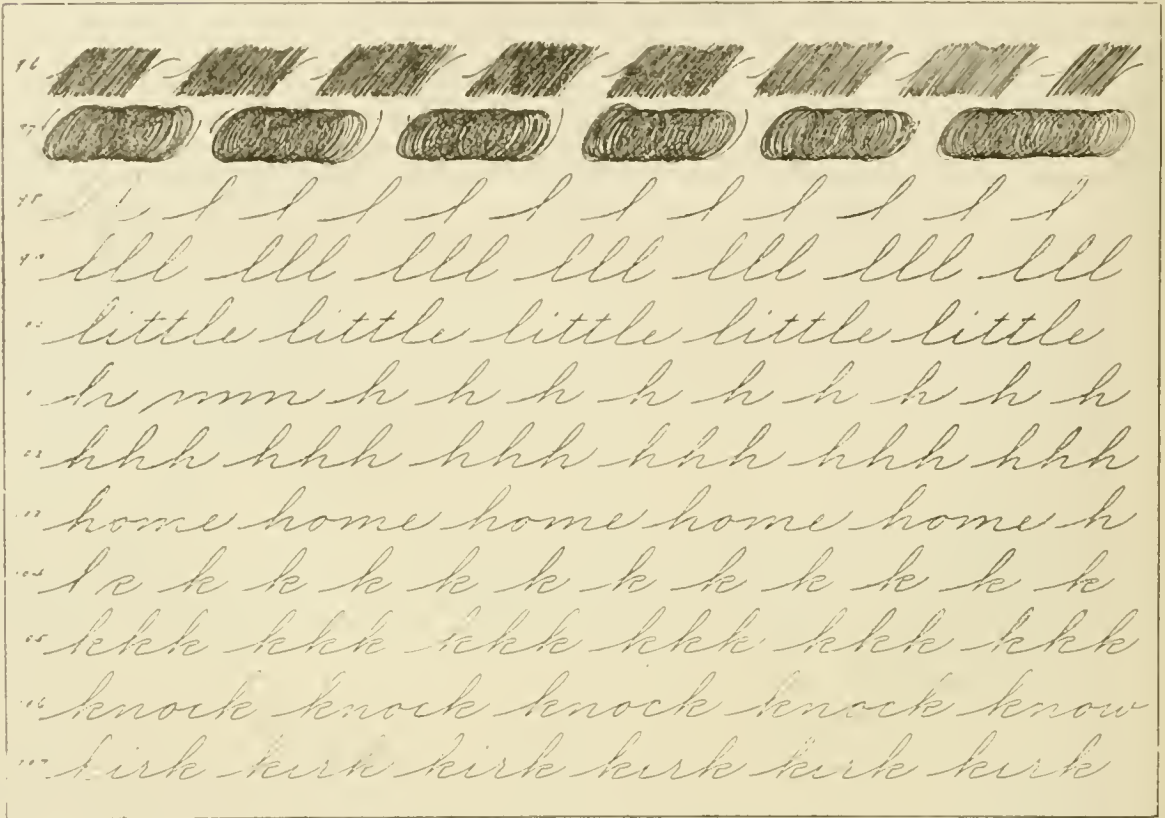
(Continued from page 12)

⁶⁶ l l l l l m m m m m h h h h h
h h h h h h h h h h h h h h h
lh lh lh lh lh lh lh lh lh lh
hill hill hill hill hill hill lh

Lesson 66. Small l and m exercise. Endeavor to make all down strokes uniformly.



Mills' Masterly Lessons in Business Writing



B. A. Clemons E. J. Dawson C. A. Emerson

D. B. Adams H. I. Goodwin K. D. Lambert

J. H. Canfield L. M. Duncan N. M. Hanna

K. O. Ranyon P. A. Oliver R. J. Quinton

S. H. Baines U. B. Trimmer B. H. Fleming

V. S. Plantier W. U. Yocum O. W. Zanner



Lessons in Artistic Penmanship

— For Beginners —

By M. A. ALBIN

Principal of the Business School of the Oregon Institute of Technology
Portland, Oregon

The card writing instructions in the November issue were intended for the specimens in this number. The signatures given were for a special lesson I intended to present on signatures. But if you will study those to be presented by Courtney, now running, mine will be of little comparative benefit. As they were not inappropriate, we will apologize no further. Suffice it to say that you may reread the November instructions again in the practice of this lesson.

In concluding this course, I wish to encourage those who have studied and profited from the lessons, by stating that future growth and development depends largely on inspiration. Do not neglect to study and practice from the work appearing from month to month in the *Business Educator*. Every penman whose work has sufficient merit to entitle him to recognition in the *Business Educator* can give you something of value.

There is a subtle quality revealed in the work of every master penman that we term individuality. Study the work of superior penmen to gain appreciation of this quality. And do not follow the wrong trend—it is not the freak modification, or the magnified eccentricity that you should strive to imitate. It is that something I can only define as the "you" in writing—self-expression of the soul of the penman. It takes years to find yourself, and then years more to reveal yourself in your writing, but it is the certain result of patient, sustained effort.

One young penman writes, "Fine, me! but what's it good for? It has no value beyond the demonstration of skill."

Listen, friends! What if it never brings one dollar to your worldly wealth? Remember we do not live by bread alone. Your daily bread? Surely you do not live by bread alone—or as our old friend Luther might interpret—daily bread means food for the soul as well. Feed your soul, my friend, and if you can do it with a pen in skillful writing, go to it.

I want especially to commend publicly those students whose efforts have been most strikingly brought to my attention:

Mr. Ross R. Garman, Akron, Ohio.
Miss Marietta C. Ely, Los Angeles, Calif.

Mr. Benj. J. Riddell, Toronto, Can.
Miss Anna Dorner, Chambersburg, Pa.

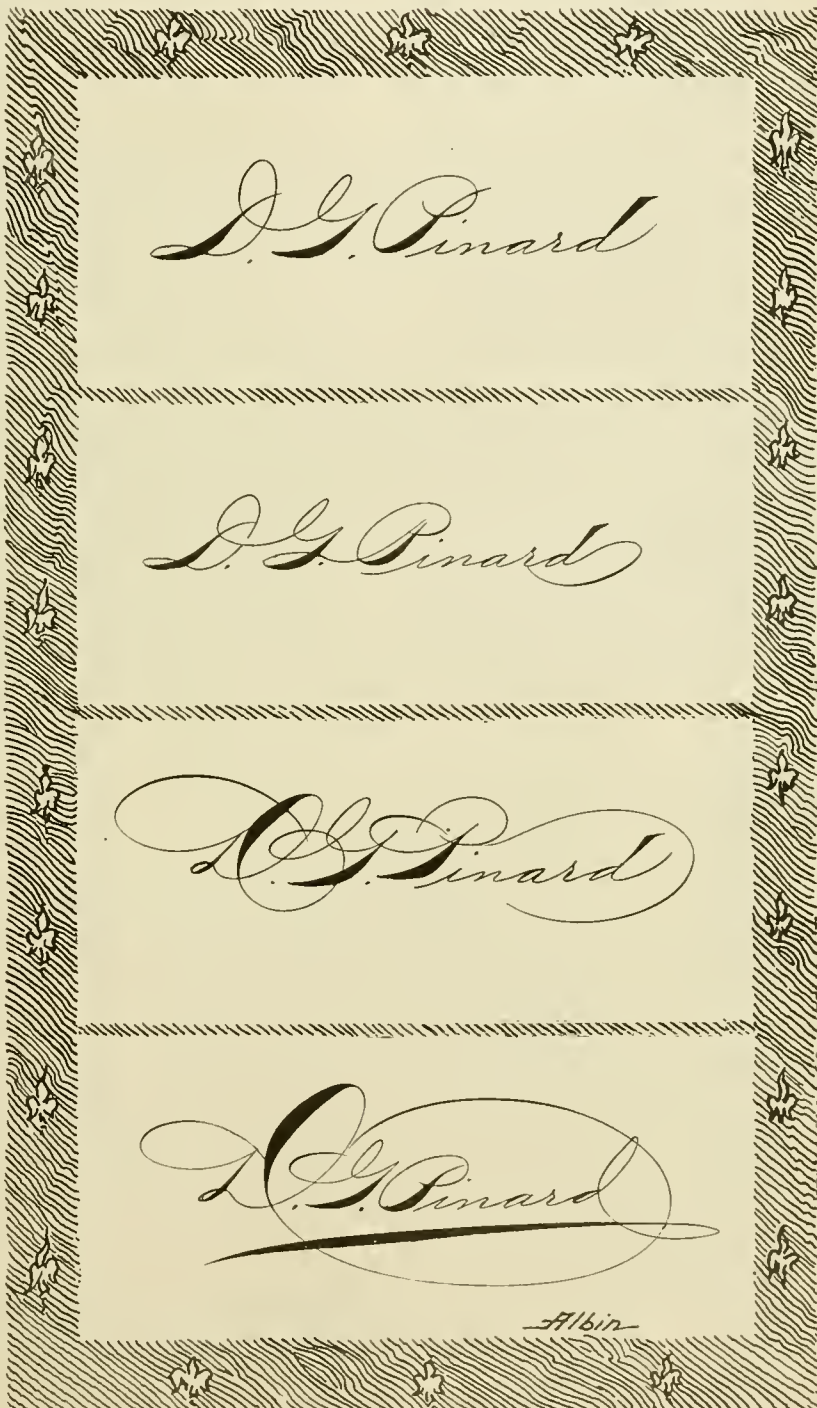
Mr. C. H. Spryer, Pittsburgh, Pa.
Mr. G. H. Clark, Lewisville, N. B.
Mr. E. H. Van Patten, Avoca, N. Y.
Paul Tischer, Cleveland, Ohio.
M. R. Herrold, Port Trevonton, Pa.

A. R. Reelhorn, J. M. Peri and Miss Gallagher of Stockton, Calif., all sent in wonderfully good work, and improved beyond my expectations. To my Porto Rican, Philippine and

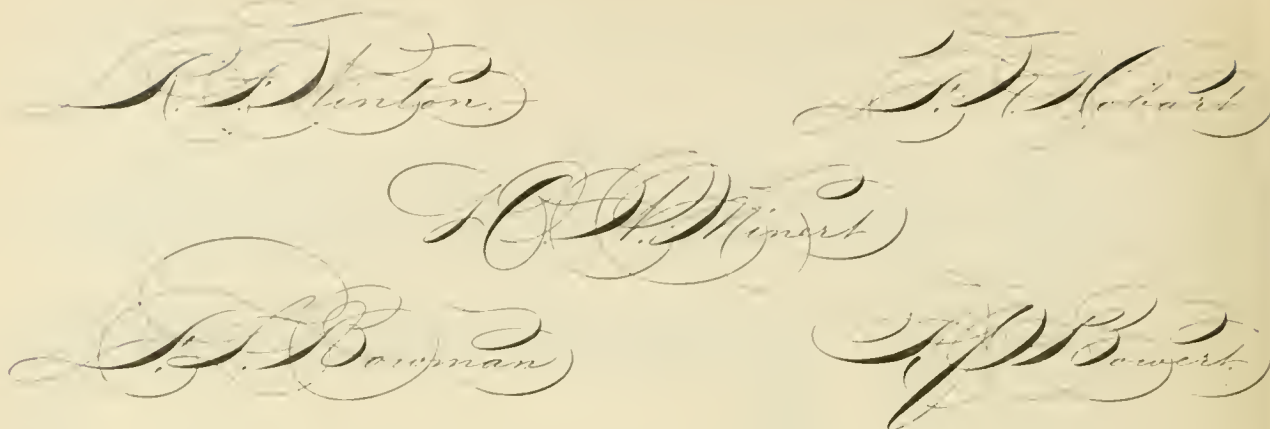
Hawaiian students—Excelente, excelente; permita el trabajo bueno adalante. And to that host of others who were more or less regular in sending in work for examination, I thank you for your interest and appreciation. May you all grow in skill and appreciation.

M. A. ALBIN.

H. C. Ward, Director Commercial Department, Portage, Wis., High School, has been using the *Business Educator* for several years. His first club this year numbers twenty-seven.



Signatures by Mr. F. B. Courtney



A Request. The above is the first of a series of fourteen sheets of signatures generously contributed by Mr. Courtney to the *BUSINESS EDUCATOR* for the benefit of all who wish to master ornamental writing. Mr. Courtney is a very busy man. He is an expert in two ways—one of which is enough for one person. He is not only an expert in handling the pen skillfully, of which our readers are well aware, but he is an expert in the examination of questioned documents. Much of his time is occupied in examining handwriting and in testifying in court.

We therefore request all who follow these lessons not to bother Mr. Courtney with correspondence regarding them. If you fill up with so much penmanship enthusiasm that some must be let out, write to the publishers of this journal. In fact, we invite questions on any points that may come up in practicing this work.—The Publishers.

Comment by E. W. Bloser

The first thought that came to our mind after examining these signatures is the necessity of thoroughly mastering the capital stem, for it appears no less than nine times in the five signatures above. And the ability to make some of the other shades depends much on the mastery of the stem. Practice the capital stem separately until you can make it well in its various ways. That is, with its different beginnings and endings, and especially in its usual way, similar to the stem that appears in the **A** in the last signature. Unless you can make a good stem of that kind you

can not hope to make it in its modified forms. Or if you can make the other parts of the letters very well and can not make the stem part well the letters will not be attractive. In the first signature the stem appears in **R** and **F**; in the one below, in **F**, **L** and **B**; in the one at the top at the right, in **F** and in the first shade in **H**; and in the last in **A** and **B**. Squint at these letters and see how similar the shades are.

In practicing this lesson we can probably do no better than concentrate on the capital stem and bring it up to a high degree of excellence. Do your best, of course, in making all of the

other strokes but place special emphasis on the stem by working on it longer than on the other parts of the letters.

In order to get the most out of these lessons it is probably best to give special attention to some one thing in each. Other essentials will therefore be stressed with the lessons that are to follow.

These lessons will afford a rare opportunity to master the fine points of penmanship and no doubt many will improve it by energetically swinging an oblique penholder containing a fine pointed, flexible pen.

*This is a specimen of
my writing—ornamental
style—on this date.*

June 7, 1922. F. B. Courtney.

When Mr. Courtney broke his right arm, not long ago, we feared that the accident might seriously cripple his skill with the pen, if not end it. However, the receipt of a full-page letter and the small specimen shown above, both in ornamental style, completely allayed our fears. We congratulate him on the fact that he again has complete control of his arm, as the work above fully attests.

Teacher's Professional Edition (Supplement)

Pages 17 to 24, Inclusive

REDUCED FARES

On the Railroad for the Annual Meeting of the National Commercial Teachers' Federation

At this writing seven Passenger Associations covering the United States and Eastern Canada have authorized reduced fares for the annual convention of the N. C. T. F. on the certificate plan.

Persons attending this meeting and dependent members of their families traveling with them should buy regular full fare tickets to Chicago and get certificates from the ticket agents. Ticket agents are supplied with blank forms for this purpose. Do not take an ordinary receipt unless the ticket agent is not supplied with certificates.

When you arrive at the Hotel Sherman in Chicago go to the office of the General Secretary of the Federation and deposit your certificate or receipt. The Secretary will have all necessary details attended to and you may get your certificate on the last day of the convention.

After these certificates are validated by the General Secretary and by a joint agent of the railroads, it will entitle the holders to a reduction of one-half of the regular fare returning by the same route traveled in going to the convention.

Do Not Buy an Excursion Ticket of Any Sort. These Convention Tickets are Good for Ten Days

Excursion tickets and tickets on electric roads will not be counted to help make up the number that we must have. Tickets may be bought for our meeting as early as December 22, and are good for the return trip up to January 3. This gives these tickets all the advantages of the holiday excursion tickets.

The railroads are allowing reduced fares this year for a smaller number attending conventions than they did last year, so there will be no doubt whatever about our having more than enough at the Chicago meeting to secure the one-half fare for the return trip.

Inquire of your ticket agent about these convention tickets a few days before you start for Chicago. Have him explain the certificate plan. In case you live on a line of railroad that does not belong to any of these Passenger Associations, buy your ticket to the nearest point on some railroad that does belong to one of the Passenger Associations, and then get another ticket from that point to Chicago and get your certificate with it.

Commercial teachers from California to Maine, and from Canada to Georgia are sending in their membership dues for 1922. Come thou and do likewise,

if you have not already done so. It will save work at the convention.

Convention matters are coming thick and fast these days, but I will stop to make out a membership ticket any time.

Be sure to get that certificate when you buy your ticket for Chicago. It will save you money and help all the rest of us.

Very sincerely yours,

JOHN ALFRED WHITE,
General Secretary, 818 Monroe St.,
Gary, Indiana.

INDIANA STATE MEETING OF PENMANSHIP SUPERVISORS

One of the largest meetings of penmanship Supervisors and Teachers which we have had the pleasure of attending for some time, was held in the Shortridge High School, Indianapolis, Indiana, on Thursday, October 19. Two hundred and fifty Supervisors and teachers were in attendance to hear the discussions. Dr. Frank N. Freeman of the University of Chicago was the principal speaker. The following officers were elected for 1923:

Laura Jane Breckenridge, Crawfordsville, Indiana, President.

O. L. Rogers, Fort Wayne, Indiana, Vice President.

Laura Shellenbarger, Indianapolis, Indiana, Secretary.

The commercial section of the Indiana State Teachers' Association elected the following officers for next year:

C. E. Hostetler, Brazil, President.

T. B. Krouskup, Fairmont, Vice President.

Laila Elson, Indianapolis, Secretary.

DINNER CONFERENCE

Commercial Teachers and other persons interested in Commercial Education should not miss this:

The United States Bureau of Education will hold a dinner conference jointly with the National Commercial Teachers' Federation Tuesday evening, December 26, at the Hotel Sherman, Chicago, Ill. Speakers of national prominence have been invited to discuss the topic: "Organization and Conduct of Business." The conferences on commercial education, which the United States Bureau has been holding in recent years in cooperation with educational associations, have attracted wide notice and have made valuable contributions to progressive commercial education. The federation, therefore, gladly cooperates with the U. S. Bureau on this occasion and urges its members and friends to attend this dinner conference.

ference. Reservations should be made direct to the management of the Hotel Sherman not later than the afternoon of December 25th. The hour of the dinner, which is informal, will be at six-thirty. Price per plate with be two dollars.

This conference will be under the management of Glen Levin Swiggett, specialist in Commercial Education connected with the United States Bureau of Education.

Managers and Teachers of Private Business Schools of America.

Stop! Look! Listen! Put a circle around the following dates on your calendar: December 26th, 27th, 28th and 29th. Write in this circle "National Commercial Teachers' Federation, Chicago, the Sherman House."

Look over the program of the Private Schools Department in this issue. "Forward Steps in Commercial Education" is our first program. Some splendid subjects by men of ability. Mr. F. B. Moore of Rider College, on the "Future of the Private School." Come and get the views of Mr. Moore.

Harman and Ashby have been doing things down at Bowling Green. They have actually gotten accreditation in their state institutions. Mr. Harman will tell us about it. It is worth coming to Chicago to hear.

Prof. Donald of the State University of Wisconsin has a live subject and a message for private business schools. Then Harry Spillman, you all know Harry, and Harry will "spill" some "man"-sized information on the subject "What I would Do if I were a Business College Proprietor." Harry always has a message. That program itself will be worth all it will cost you to come to the Convention. And that is only a part of what we have.

Our second program is something we have wanted for a long time. Look it over. A model class in Salesmanship, conducted by that man of Salesmanship fame, J. S. Knox. A real practical substitute, on an exceedingly practical subject, by a practical man. The students are your fellow teachers. Besides this class work, the short addresses of practical application of salesmanship applied to our needs will be gold dollars to everyone who comes.

Then our last program, "Graduation Requirements." Do you know what any other school requires of their students to graduate? You say such a percentage, or so many words a minute, or this, or that. What does it mean? In this third program we want to get at just what people mean by "Requirements for Graduation." We are asking these people to be specific. We should like to hear from you as to what you would require.

A. F. GATES, President,
Private Schools Dept.

A. S. Boulware is now in charge of penmanship at the San Francisco State Teacher's College.



MENTAL MEANDERINGS

By CARL MARSHALL
Weichtpec, California

Some Old Wisdom

I wonder if you ever heard of Ta-yu? Sounds like a patent mouth wash, doesn't it? Ta - yu lived in the valley of the Hoang river forty-four hundred years ago. Up to Ta-yu's time, the Chinese had been trying to keep this fierce old river in bounds in much the same way as we have been trying to control



our rampagous rivers here in the United States, that is, by building up dirt walls along either bank, wherever the river seemed inclined to break through. Of course, everybody knew then, just as we know now, that in time the river would build up its bed till more walls, or levees, would have to be built. But what of that? The walls could be built when wanted, couldn't they? Sufficient unto the day is the evil thereof. We should worry. But Ta-yu appears to have been born with that different quality of brains that are accorded to humans once in a thousand years or so. And it happened that when the Hoang next broke through the silly dirt revetments and went on a big rampage, Ta-yu had the job of putting the runaway river back in its place. He might have built some more levees just as his predecessors had done, but he didn't. What he did do, was to dig some more channels to carry off the excess water, instead of trying to force one channel to carry the whole load during the flood season. Seems simple enough, doesn't it? Cyrus the Great, according to Herodotus, did practically the same thing seventeen hundred years later when the River Gyndes got in the way of his capturing Babylon. But it was only within the last year or two that our American engineers have caught on to the idea of this old-time Chinaman, and are applying his simple principles to the control of our unruly Mississippi.

It is a far cry from Ta-yu to Captain Eads, and doubtless there are a lot of other far cries through which new trails could be blazed with profit to us moderns.

A Needless Danger Signal

When I was rather a small lad, yet not too small to go fishing for ideas occasionally with my own hook and line, a schoolmaster gave me a "copy" which read:

"A little learning is a dangerous thing: Drink deep or taste not the Pierian Spring."

It appeared to be a favorite quotation with him, for he gave the copy to me more than once, telling me it was written by a famous old poet named Alexander Pope, and was regarded as a pure nugget of golden wisdom.

This was before the days of copy-books or Spencerian or other "fancy writin'," and we devoted youngsters were supposed to acquire both penmanship and seasoned wisdom through these solemn copies that were "set" for us by the masters. One day after I had spent most of the afternoon in decorating a sheet of foolscap with this Pierian Spring stuff, I lay down in the shade of a fence corner and thought the thing over. I wondered and wondered what there could be about a little learning that made it so dangerous. In one of my father's books was a picture of this same Alexander Pope, and it showed him with his head sheltered under a long wavy wig almost as big as a hen-coop. Clearly, a man who was important enough to have a wig like that ought to know what he was talking about, and it was not for me to raise whys and wherefores with a man like him. Learning was evidently a thing that a fellow shouldn't fool with at all, unless he was sure he could annex a whole lot of it. The chances for my doing so seemed rather remote. They only had five months' school per year in our district, and I had already made two ascents to the pinnacle of the curriculum and had started on the third. I could not see that I was likely to be any wiser next year than this. Somehow, it didn't seem fair, and once I had the sardonic thought to play hooky next day, and then tell the master that I stayed away because of the "danger" of the little I might learn at school. But I didn't need anybody to tell me that this course would bring the danger to a head in a hurry. So, I decided that maybe I would better muddle along and take my chance of the homoeopathic doses of learning. I have been muddling along ever since, and still live to tell the tale.

And this, I have come to believe that the old copy-book couplet is mostly bunk. A little learning is not half so dangerous as none at all, and not nearly so dangerous as a great deal of learning wrongly applied. It was the superior learning of the Germans that so nearly enabled them to burn the world up. A knowledge of chemistry is one of the most beneficent things in the world, until you come to use it in making things like high explosives or poison gas.

It is not learning whether much or little, that is dangerous, but its abuse and misuse.

A Balanced Ration for the Brain

For about two generations we have been teaching physiology and hygiene as a regular part of the common school course. As a result of this, there are now but few people (outside certain mass groups of aliens and other illiterates) who do not know

that a healthy and efficient body requires a properly proportioned variety of food. This knowledge is proving a good thing for the country, in a hundred ways. It will be even a better thing for us if, within the next two generations, we learn as much about the nourishment of our minds as we have learned within the last two generations about the nourishment of our bodies.

The mind needs a balanced ration quite as surely as does the body. Like the body, the mind grows from what it feeds on. If it gets nothing but the "substantials," such as history or science, or philosophy, the mind will be heavy and lumbering and stodgy, like the burly frame of a peasant or laborer who feeds mainly on meat and cabbage. All of us need the mental vitamins found on the sporting page, in the joke column, or among the funny pictures. Even such a super-brain as that of Thomas A. Edison, found good light pasturage among the detective stories. Now, don't perk up and grin, you smart youth down in the back row. Suppose Edison never read anything BUT detective stories!

Fully ninety per cent of the public has to get its daily brain ration from the newspapers. Assuming that the newspaper bill of fare presents what the public calls for, and I think that in the main, it does, it is rather plain that the people are going too strong on sensation news and frothy stuff generally, and consuming too little of the solid meat and vegetables. You can no more keep up a bright and vigorous brain by feeding it on base ball news and the doings of Mutt and Jeff, than a man can lay bricks or handle a truck on a diet of dill pickles and baked apples.

And the mind can become despicte through bad or insufficient feeding, the same as the body. The fellow who persistently feeds his brain on the colored-sheet stuff, will find himself unable to digest a vigorous editorial, or a real news story, just as an anaemic fudge and pickle-eating school girl will find her gorge rising at a dish of pork and beans. It is time we gave more scientific attention to mind feeding unless we are to become in all graver affairs, a nation of nitwits.

CHICAGO EXAMINATIONS

The City of Chicago announces an examination for certificates to teach commercial subjects in Chicago schools, the major subjects being Accounting or Munson-Pitman Phonography. The examination will be held about December 27 and 28. Positions are open to candidates who have a university degree, and also to those who do not have a university degree. Interested persons should write Board of Examiners, 460 S. State Street, Chicago, for information. If you wish copies of previous examinations send 10c additional.

It will be noticed that this examination comes just at the time of the National Commercial Teachers' Federation meeting, and probably many teachers who are in Chicago at that time will wish to take the examination.



Department of PUBLIC SCHOOL WRITING

Frank H. Arnold, Supervisor of Penmanship, Spokane, Wash.

THE INDIVIDUALITY SCARE CROW

Not many moons ago I had an interesting talk with a normal school man. I call him a normal school man because he was connected with a state normal school in a state that shall be nameless. He was a bright fellow in many ways; he had had a great deal of academic training. He had a perfect right to write "doctor" before his name, but he certainly wasn't a "doctor" in penmanship. If his writing had been graded according to his actual knowledge of writing, and according to his ability to write he would have been placed in the primer class.

But like most of his tribe, he talked about handwriting with an air of authority. Being unable to write himself and never having taught children to write a plain, legible, rapid hand, why shouldn't he be an authority? Isn't he the type of man that usually poses as an authority in handwriting? Why, of course he is. If you want to be regarded as an authority in handwriting by many of the "higher-ups" in the educational world, first be sure you know absolutely nothing about handwriting, and then be unable to write your name so any one can read it. If you can measure up to this standard, you are an "authority" in handwriting and can tell poor benighted writing supervisors and writing teachers how to get wonderful results in training Johnny and Mary.

But my academic "authorities" will not be so liberal and gracious with me. They will not let me pose as an "authority" in French literature merely because I am unable to speak a word of French. They won't let me pose as an "authority" in geology merely because I know nothing of geology. It is a poor rule that don't work both ways. I cannot see why I am not allowed to be an "authority" in the things I know nothing about, if men who know nothing about writing insist on being "authorities" in writing. But possibly my skull is too thick to understand these problems. I am sure I never can understand some things, because no sane mind can understand them.

But I must get back to my particular normal school man that I mentioned in the outset of this article. Said the normal school man that I mentioned in finality, "The trouble with you supervisors is that you try to destroy the character and individuality in handwriting. I can't read this stuff that you call good writing." He had just been looking at some of the writing that I had with me, writing that had been done by grade school boys and girls.

Now, as it happened, I didn't have any "character" writing with me that

day. I had lots of it at my office. I could have produced a tub full, if he had given me ample time. I could have found in my own schools straight "up and down" writing, backhand writing, buck-ague writing, tailless writing, headless writing, legless writing, and spineless writing, but honestly I was ashamed to show it to any one. For the life of me I couldn't see any "character" or "individuality" in such writing, so I left it at home that day. But I made a sad mistake. I left all my "character" writing at home and the professor wasn't interested in any other kind.

It is a peculiar type of mind that sees "character" in every prevalent writing sin. I don't know why these fellows don't see character in human deformities. Why try to improve on the hair-lipped boy or girl? You are destroying "character" and "individuality," my good people. Why do anything to remedy the club-foot? Be careful or you will destroy "individuality." Why don't our strickler object to the surgical operation on the child with deformed legs? You know it takes the "individuality and character" out of that child, if you give him legs that can really carry him from place to place with some degree of speed, and ease. Our zealous "individuality" man should see "character" in every stunted, razor-back hog. He should see "character" in every cheap cottage built by an unskilled, cross-eyed carpenter. He should go into ecstasies when he sees deformities of various kinds all about him in human life and in nature, but he don't. Good hand writing is the only good thing in the world that lacks character according to the men who from their heights look down upon the poor, ignorant people who really believe it is not an unpardonable sin to write a decent hand.

It was my good fortune during the past summer to teach four classes in writing in the University of California. I had about twenty-five pupils in each class. At the end of the term almost all of them were somewhat familiar with the Zaner method of arm movement writing. They had no difficulty in making with a fair degree of accuracy the Zaner capitals. Notwithstanding the fact that all these teachers had been writing the same system of writing for six weeks, all their writing at the end of the term did not look alike. Some made shorter loops in "M's" and "N's" than others. Some had a little bit different slant than other teachers. Some developed more roundness in some of the small letter forms than did others. Some wrote a smaller writing than others. Now, that's what I call "character" and "individuality" in handwriting. No two persons write just alike even if they are trained in the same

system. Strange it is that our "higher-ups" can't see these simple facts. Why does a bright mind have to become so dense when observing or pretending to observe handwriting?

Not long ago there appeared in one of the leading educational journals of the country a tirade against the use of ruled lines on the blackboard when attempting to teach little people to write. It is hard to be patient when dealing with such critics. Even a half-witted man can come to Spokane and watch our children write on ruled lines and be convinced of the fact that ruled lines do not in any way retard freedom in writing. Ruled lines actually help the child to write rapidly and well. An efficient primary teacher who has ever taught in a room where the boards were ruled will rebel when some theorist tries to take these ruled lines away from her. She has ordinary, common horse sense. She knows that a child can't be left to run wild at the blackboard; that he must be taught to write straight across the board; that he has to be taught that some letters are much higher than others. The spaces and ruled lines on the board help her to teach these vital things. Does the automobile run less fast because it must keep on the well paved road, and does not take a zigzag course through the open prairies? Does the man who is required to stay on the sidewalk in a busy city lose his "freedom"? There is just about as much argument to sustain these foolish theories as there is to sustain the argument that ruled lines are a detriment to the child.

I have not tried to be sarcastic in this article. I have meant, however, to call a spade by its proper name. I am everlastingly tired of being bored to death reading the opinion of "Doctor So and So" in writing when I know, and every other supervisor knows, that the said "doctor" doesn't know as much about handwriting as does an ordinary ten year old child who has been taught the correct principles of penmanship.

CORRECTING PENMANSHIP PAPERS

By Wm. L. Crandall, Pasadena, Calif.,
Military Academy

That element in paper correction which seems to literally pull good work out of a boy is the personal element. It may be shown in a variety of ways. In the school where I am situated, we get to know the boys pretty well from every point of view, and we can easily use our intimate knowledge in paper correction. For example let me cite an incident which happened some time ago. Douglas, grade eight, was playing with Robert, grade six. Suddenly Douglas thought of an unfinished task and said that he must go in and finish it. "Work on a holiday!" exclaimed Robert. "Yes, work on a holiday," retorted Douglas; "when I get big I am going to amount to something." Now Douglas was not a particular star in penmanship and I had been trying for some time to find a "personal approach," but he was shy and reserved

(Continued on page 22)



Who's Who Among Publishers

ISAAC PITMAN & SONS

The high ideals and inspirations of the late Sir Isaac Pitman, the great shorthand pioneer, have nobly been carried on since his death by his sons, Alfred and Ernest Pitman, and his nephew, Clarence A. Pitman.



Clarence A. Pitman

up" with the firm. Nearly twenty years ago he left school to join the staff of the London house, a period broken only by the War when he was engaged in active service for four years in various parts of the world, including a lengthy stay in Siberia. In the early part of 1920 he turned his ripe experience to the firm's advantage by opening a branch in Toronto.

After a most thorough and extended training in the various departments of the home office in London, England, during which an intimate

knowledge was gained of the printing, sales, advertising and accounting department of one of the largest publishing houses in the world, Mr. John Bryant was selected to assist Mr. Clarence Pitman in the management of the New York office. His knowledge and experience have made possible the rapid forward strides now evidenced on all sides.

In September, 1921, Mr. Arthur M. Sugarman assumed his duties with the firm after a brilliant career of nearly a quarter of a century as teacher in the public schools of New York City, and as teacher and lecturer in the College of the City



John Bryant

of New York, Hunter College and Adelphi College, located in the City of New York. Chief among his duties is that of Shorthand Editor for the Pitman publications in the United States, a task for which he is eminently fitted. His exposition of the Isaac Pitman System, known as the "Brief Course," met with instant favor and is widely used. As the author of "Brief Course Exercises"—companion book for the "Brief Course"—"Advanced Speed Practice" and "Review Lessons" he displayed the same talents that made his classroom work so interesting and effective.

Mr. Clarence A. Pitman, Director of Isaac Pitman & Sons, New York and Toronto, and Manager of the New York office, came to America in 1890 and since that time has represented Isaac Pitman Shorthand in this country. Scrupulous sincerity and consideration for others are but two of the eminent characteristics that distinguish all of his activities.

Mr. Frederick G. London, Director of Isaac Pitman & Sons, New York and Toronto, and Manager of the Toronto Branch has "grown



Frederick G. London



Arthur M. Sugarman

ADVERTISING A BUSINESS COLLEGE

(Continued from October)

Correspondence schools now offer courses by mail in almost every subject under the sun. The notable success of a few of these institutions frequently influences school men to consider the matter of a correspondence department quite seriously. They frequently start advertising correspondence courses and spend considerable money before discouragement leads them to discontinue the policy.

My own observation and experience in handling the advertising of schools that added correspondence courses is that the successful management of a business college and the profitable managing of a correspondence school or department are two entirely different things. The average school does not make a success of a correspondence department, in my opinion. This may be due to neglect, lack of experience, poor advertising or other things; but I believe the fact is as I see it. To carry on a correspondence school successfully requires the entire time and attention of an extremely competent man. Such a man is often not available, or only a part of his time can be devoted to the mail order students.

I know that some schools have about come to the same conclusion as I. The better plan seems to be to pursue a sort of middle course if there seems to be any real demand for mail instruction. By this I mean that it is wise to maintain mail order courses for such students as really want to take the work and cannot come to the school, but to refrain from expensive advertising or boosting of the department. Mail students can often be induced to come in to the school to finish their courses later after starting by mail. The department thus becomes a "Feeder" to the school instead of competing with it. Extreme care is required to keep the students who receive their lessons by mail, satisfied. This can only be done by keeping closely in touch with them and with their work and in reproducing class room conditions as nearly as possible, with personal instruction such as all students like to receive in school.

C. B. Boland, Supervisor of Penmanship in the public schools of New Bedford, Mass., is doing good work, and the teachers under his direction are securing good results. This is the verdict of the New Bedford Standard for October 29th, which gives a half page to the subject of penmanship. Illustrations are shown of pupils writing at the desks and on the board, and there is a column write-up regarding the work. We congratulate Mr. Boland on the good work he is doing, and also the city of New Bedford on having such a progressive supervisor of penmanship.

Miss Ruth Heather of Pembroke, Ontario High School, is another teacher in Canada who is encouraging her students to subscribe to the BUSINESS EDUCATOR.



Advertising a Business College

By HARRY M. BASFORD,

Business Manager of the National Advertising Service Company
1424 Lawrence St., Denver, Colorado

No. 10

Extravagant Claims and Timid Advertising

Having the opportunity of continually observing the advertising of business colleges in all parts of the country, I am frequently impressed with the great variation that is apparent in the publicity of different schools.

Some institutions adopt a flamboyant style of extravagant claims. They promise almost everything for next to nothing. Their copy is filled with purple adjectives and there is a bold air about their advertising that is evidently intended to convey an impression of superiority and exceptional educational advantages.

At the other extreme is the timid advertising of some schools, that is so weak as to fail to make any kind of an impression upon the reader. It lacks everything that good advertising should have, is usually poorly printed on cheap paper, with a parsimonious appearance, as though the advertiser's chief thought had been to save money. The copy is almost apologetic in its modesty—the shrinking violet type of publicity.

Between these two extremes come all the rest of the many styles of business college advertising, some inclining toward one end of the scale and some toward the other. The school man who examines the advertising of other schools often wonders what results are produced by the advertising of a competitor. He asks himself the question, "Is this advertising better than my own, producing greater returns for the same or less expense?"

The matter of exact returns from a competitor's advertising is usually impossible to learn, but it is often fairly easy to approximate the returns that a certain piece of publicity will produce and to properly classify it by putting a just value upon it. If the advertising of another can be correctly appraised, much can be learned from it, and the result of this consideration turned to practical account in preparing one's own publicity.

In business college advertising, as in almost everything else, the course of moderation is usually the best one to follow. The unvarnished truth is always better than extravagant statements; advertising can attract attention without being gaudy; strong forceful statements carry conviction better than a too modest style of writing; and a sincere, dignified attitude brings responses when all other methods fail.

I have often thought that school men did not show the respect for commercial training in their own institutions that they expected of others. Instruction in the better commercial schools of this country offers to thousands of young people the opportunity to qualify for salaried positions at an expense of



The silhouette idea in business college advertising. It attracts attention because of the strong contrast between blacks and whites.

time and money that is within their reach. No other schools or colleges can prepare them to become self supporting young men and women in so short a time and at so low a cost.

The great point is to convince young people of the value to them of the training offered. Then it is not necessary to assume a begging attitude in advertising. The buying of a scholarship is a transaction in which the purchaser receives great benefit, if the school is a good one. We have heard the saying that "An investment in learning pays the best dividends" so long that it has almost become hackneyed. But it is as true today as it ever was, and offers one of the strongest arguments for advertising purposes.

With such a great fact to build on it should never be necessary to resort to questionable tactics to secure enrollments. True statements of existing conditions, with a conservative exploitation of the courses offered, is the procedure indicated in carrying on a successful advertising campaign.

There is a certain dignity, too, connected with the profession of teaching, and every educational institution should do its part to uphold this dignity. Even the advertising can reflect the idea that that school realizes the importance of its mission and will uphold high principles in instructing its students.

A few words of warning cannot be withheld against the practice of "knocking" other schools, either local competitors or schools in other localities.

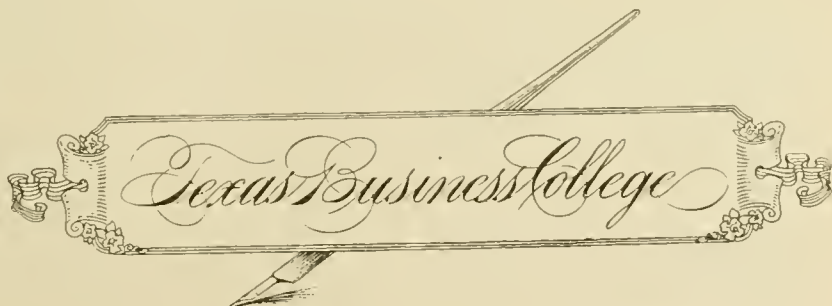
Such a thing should be beneath the dignity of every school man, although I know that it is often done. If a school is deficient in any of those things that go to make up the high standards, the public will find it out soon enough. And a strong argument against speaking slightly of another school is the fact that these statements sometimes prove boomerangs, with disastrous results. The policy of ignoring the other school, so far as consistent, is probably the best, putting all the effort into improving and advancing one's own school.

The successful advertiser must be alert to watch for and recognize conditions favorable or unfavorable to the enrollment of commercial course students. During the world war, when there was such a scarcity of young men for office positions, conditions were very favorable for business colleges. The wise advertisers made the most of these conditions and advertised heavily, profiting greatly thereby. It is easy to sail on when the tide is helping to carry you on.

I do not wish to make the impression, however, that you should advertise only when general business conditions are good, although I know that this is exactly what many advertisers do. When conditions are unfavorable, it requires more thought and attention and hard work to produce advertising that will pay.

It is essential to get as broad a view as possible of your school. Try to look at it as the public sees it. Visualize your institution through the eyes of young people who are prospective students. Some men get so close to a thing through hard, concentrated work, that they overlook points that are quite plain and obvious to those on the outside. This is one reason why an experienced advertising man can be of such great assistance to a school. He views the proposition from the standpoint of the public and, if his experience has been in business college lines, he can do much to make the advertising profitable. I have found that the method best productive of results is to work with the school man, with close co-operation, combining his own knowledge of his school and his aspiration with my own experience in presenting ideas to the public in ways most likely to be accepted and acted upon.

A recent folder for business colleges bears upon the title page the rather



A letterhead design that features the idea of penmanship. The public never loses its liking for good penmanship, and this example is appropriately set off with the scroll border design.



startling suggestion, "The Short, Easy Road to a Salaried Position." By comparison with every other kind of instruction, your school does offer the short and easy road to a salaried position. It pays to take a commercial course and the facts are so logically presented in this folder, to stick in the minds of young people and make them want to learn more about a school, that we are reproducing the copy following:

It is a noticeable fact that a great many young people are taking commercial courses in schools that specialize in this kind of instruction.

There must, therefore, be some logical reason for their choice of this vocational training, in preference to choosing college courses that prepare for the professions.

Investigation shows that there is not only one but there are several good reasons why the commercial course appeals strongly to young people of today, and these reasons influence them in their decisions.

Young people rely more upon their own observation than upon the advice of their friends and acquaintances. When they see other young people earning good salaries and filling congenial positions in business offices, their ambition is stirred to emulate them.

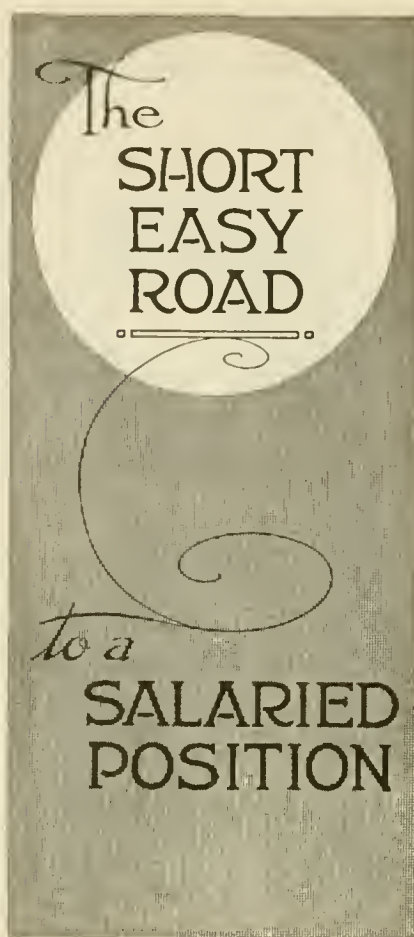
They notice that professional people are often older and they quickly grasp the idea that it takes much longer—several years more—to prepare for one of the professions, than it does to capably fill an office position. This matter of time suggests expense, and they find that the cost of a college course is so high that it is practically prohibitive for them. This is not alone due to the cost of the tuition, but to the necessary living expenses during a period of several years, during which time the student has neither the time nor the ability to earn much money.

Young people notice too that there is a constant and active demand for trained office workers. Positions are easy to secure and advancement often comes quickly to those with initiative and the ability to handle important details of business.

Even while still in the grammar grades of the public school, some boys and girls realize the great value of practical training, and they prefer to take a commercial course in a specialty school teaching practical office methods, rather than to continue on through high school.

These, then, are some of the reasons why young people so often prefer commercial to collegiate courses. They are looking for a comparatively short and easy road to a regular income and they find this road in the office training courses offered by the best commercial schools.

Many students come to us each year who have not previously taken much, if any, high school work. They make excellent progress in qualifying for office positions, by completing their studies in English, Spelling or other high school subjects, in addition to the selected work in one of our commercial colleges.



This title page was originally printed with a blue tint background and the lettering in a dark purplish blue.

The value of education can hardly be overestimated. Fifty years ago it was a considerable distinction to complete a high school course. Today, high school diplomas are as common as grammar school graduation was then. Business colleges were almost unknown a half century ago. The expansion of business and the demand for practical education for young people brought them into being and helped to bring about the present high standard of efficiency, that prevails in the best schools.

Education is more necessary today than ever before. The young man without some specialized training finds his earning capacity limited and he will be handicapped all through life. Similarly, the young woman who wishes to make her own way in the world, will find that way a hard one and poorly remunerated, unless she has been trained to do some special line of work well.

You will do well to consider carefully the advantages of a commercial course as a ready means to a steady income in the form of a good salary and the opportunity to advance as rapidly as your own ability will permit.

Babson, the statistical expert, and other close observers of the trend of business conditions, predict an era of

prosperity, and say that it is even now upon us. There will be more and more demand for trained office workers: stenographers, secretaries, bookkeepers, accountants, auditors, heads of departments, managers and young men and women for many other positions of responsibility and attractive salaries.

You need not fear a dearth of positions if you take a commercial course. Your services will be in demand as soon as you can qualify for the kind of position that you desire.

The highest standards of education prevail throughout this school. Proven methods of teaching help students to advance rapidly. The instruction is thorough and intensely practical. You learn to do office work by actually doing it, just as it is done in business offices. Your interests are the interests of the school and your success after you leave the school contributes to our own success. All these things are of supreme importance to you in choosing a school to prepare you to be self-supporting, independent of others.

Further, complete details regarding our courses and any special information desired about the school will be sent promptly upon request.

CORRECTING PAPERS

(Continued from page 19)

with me. The day after the holiday occurrence Douglas' paper showed signs of improvement and I thought I would try a new wrinkle. I always have them reserve the last six lines of the specimen paper where I "write them a little letter" as one of the boys expressed it. In Douglas' letter I told him how I had overheard his splendid remark to Robert and that I was sure if he tried as hard in all things as his paper showed that he had tried today, that he would amount to a great deal when he became a man. It was just an experiment but it worked. That was about four weeks ago. He is now one of the best in my class.

When I was in penmanship school in St. Paul, Minnesota, my teacher always stamped our corrections with rubber stamps; and grown-ups as some of us were, we used to count the "good's" that he had put on our papers. This saves time, stimulates effort, and makes the detail work systematic. Combined with the letter at the end, it takes off the edge of the sometimes necessary flattery, and prevents conceit in many cases. My stamps read: "good," "poor in form," "good in movement," "follow the line," "watch spacing," etc. About a dozen will suffice for all purposes. Then in connection with this I sometimes put a red ink circle around the weak letters and a square about the very good ones. This gives them standards of right and wrong in their own handwriting.

To secure variety in grading I sometimes use the Ayrs Scale and grade from 20%—90%. Then some days I use to A-F; sometimes the E-F-G-P system; sometimes the U-S; and sometimes I grade the papers from 1 on

(Continued on page 23)



National Commercial Teachers Federation 27th Annual Convention

Chicago, Ill., Hotel Sherman, Dec. 26-29, 1922

PRIVATE SCHOOLS

A. F. Gates, President

Wednesday, December 27, 9:00 to 10:30

President's Greeting.

Vice President's Salutation.

Secretary's Welcome.

"The Future of the Private Business School and Its Relation to Other Educational Institutions"—F. B. Moore, Rider College, Trenton, N. J.

"Accredited in Actual Operation"—J. L. Harman, Bowling Green Business University, Bowling Green, Ky.

"Opportunity of the Commercial Teacher in Agricultural Economics"—John S. Donald, Department of Agriculture, University of Wisconsin.

Address—"If I Were a Business College Proprietor"—Harry C. Spillman, Remington Typewriter Co., New York City, N. Y.

The Good of the Order—Questions, Answers, Discussions.

Free For All—Help Yourself.

PRIVATE SCHOOLS

Thursday, December 28, 1922, 9:00 to 10:30

"How to Teach Salesmanship"

Bringing an actual recitation of a model class reciting on a prepared lesson.

Teacher—J. S. Knox, Knox School of Salesmanship, Cleveland, Ohio.

Lesson—Chapter XIII "Salesmanship and Business Efficiency"—Revised—Knox.

Class Roll—Capable teachers from splendid schools.

General questions open to everybody.

Low Teachers may be Salesmen of the Other Teachers in the School—Engene Anderson, Georgia-Alabama Business College, Macon, Ga.

Low Students may be led to be Salesmen of the School—H. M. Owen, Brown's Business College, Decatur, Ill.

Low Old Students may be kept as Salesmen of the School—S. E. Hedges.

Low Citizens of the Community may be developed into Salesmen of the School—Mrs. Walter Lee Lednum, Durham Business School, Durham, N. C.

Low Public School Teachers and Superintendents may be developed into Salesmen of the School—G. E. Spohn, 4 C Commercial College, Madison, Wis.

Selling Education in General and Business Education and Our School in Particular—A. F. Tull, Detroit Business Institute, Detroit, Mich.

Low Teachers may be Salesmen of the Subject they Teach—R. P. Barnes, Barnes Commercial School, Denver, Colo.

General Discussion—Brief, Sharp, Pointed.

PRIVATE SCHOOLS

Friday, December 29, 1922, 9:00 to 10:30

Graduation Requirements

A survey of fifty schools showing the courses offered and the subjects included in each course—Conducted by Mary S. Horner, Waterloo Business College, Waterloo, Iowa. The requirements for graduation in Shorthand—Helen W. Evans, the Gregg School, Chicago, Ill.

The requirements for graduation in Bookkeeping—P. S. Spangler, Duff's College, Pittsburgh, Pa.

What has been done towards standardization of Business College Courses and what remains yet to be done—B. F. Williams, Capital City Commercial College, Des Moines, Iowa.

Discussion—Opened by W. M. Williams, Lansing Business University, Lansing, Mich.

Address—United States Senator W. N. Ferris, Big Rapids, Mich. Subject, "What should be the Policy of the Private Business College regarding Courses of Study, Entrance Requirements, Progress and Graduation of Students?"

Wire Flashes—From Everybody.

Goodbye. Come again next year.

GREGG SHORTHAND FEDERATION

Wednesday, December 27, 8:00 P. M.

C. M. Yoder, President

Tiger Room

President's Address—"A History of the Gregg Shorthand Federation and how it may best serve its members now."

Response—John R. Gregg, Author of the System.

Address and Demonstration—Harold Smith, New York City.

PUBLIC SCHOOL SECTION

Irving R. Garbutt, Director Commercial

Education, Cincinnati, Ohio, President

Wednesday, December 27, 9:00 to 10:30 A. M. Commercial Education, its opportunities and growing tendencies as view from a National Standpoint (twenty minutes for each speaker)

—Earl W. Barnhart, Chief, Commercial Education Service, Federal Board for Vocational Education, Washington, D. C.

From a business man's standpoint—Elmer T. Stephens of the Chas. A. Stevens Bros., Chicago.

From a college man's standpoint—Everett S. Lyon, University of Chicago.

Discussion.

Thursday, December 28, 9:00 to 10:30 A. M. Commercial Education as organized and administered in three large public school systems (twenty minutes for each speaker)—

William Bachrach, Supervisor, Commercial Work, Chicago.

Elmer G. Miller, Director of Commercial Education, Pittsburgh.

J. L. Holtsclaw, Director of Commercial Education, Detroit.

Discussion.

Friday, December 29, 9:00 to 10:30 A. M.

The growing need for better trained teachers of Commercial Subjects and how we are meeting it (twenty minutes for each speaker)—

Frank J. Kirker, Director, Commercial Education, Junior College of Kansas City, Kansas City, Mo.

Claude M. Yoder, State Normal School, Whitewater, Wis.

E. W. Atkinson, Dept. Business Administration, State Teachers College, Maryville, Mo.

Discussion.

THE BUSINESS ROUND TABLE

E. W. Atkinson, Chairman

Tuesday, December 26, 4 to 5 P. M.

4:00 Demonstration on the care and full use of the Typewriter, by Wm. F. Oswald, World's Most Accurate Typist, Underwood Typewriter Company.

4:30 Demonstration on the care and full use of the Burroughs School Machines, by Burroughs Adding Machine Company, Detroit, Michigan.

Wednesday, December 27, 4 to 5 P. M.

4:00 Penmanship in the High School, by P. L. Greenwood, South High School, Minneapolis, Minnesota.

4:20 Penmanship in the Private Schools, by A. G. Skeeles, Editor, Business Educator, Columbus, Ohio.

4:40 General Penmanship Discussions, led by Prof. T. L. Bryant, Southern Illinois State Normal University, Carbondale, Illinois.

Thursday, December 28, 4 to 5 P. M.

4:00 Are you really teaching Office Training in your School? By W. C. Stephens, Pres., Twin City Business University, St. Paul, Minnesota.

4:20 How we handle our Bookkeeping and Accounting Department, by H. M. Jameson, Accounting Dept., Bowling Green Business University, Bowling Green, Kentucky.

4:40 Teaching Banking in the School, by I. J. Kloster, Prin., School of Business, St. John's College, Winfield, Kansas.

SHORTHAND ROUND TABLE

W. W. Lewis, Chairman

Wednesday, 2 to 4 P. M.

The Value of Artistic Shorthand in Teaching the Subject—Rutheda Hunt, Evanston H. S., Evanston, Illinois.

The Professional Growth of the Teacher—J. H. Kutscher, Spencerian School of Commerce, Accounts and Finance, Cleveland, Ohio.

The Intensive Stenographic Course for Post-graduates—Freda C. Bartles, Austin High School, Chicago.

The Application of Practical Applied Psychology to Student Management and Direction—Dr. J. M. Fitzgerald, Vocational Counselor, Chicago.

Thursday, 2 to 4 P. M.

The Training of the Illinois Novice Typewriting Champions—

Adelaide B. Hakes, Gregg School, Chicago.

Mrs. Florence Evans Golding, Proviso

Township H. S., Maywood, Illinois.

To What Extent Should the Teacher Encourage

the Student to Attain Reporting Speed—

Some Methods to be Employed—Fredrick H.

Gurtler, Court and General Reporter, Chicago.

General Office Training for the Shorthand Student—Frank C. McClelland, Commercial

Continuation School, Chicago.

Election of Officers.

Friday, 10:30 to 12 A. M.

Mental Alertness an Asset to the Shorthand

Writer—Some Suggestions for its Development—J. Walter Ross, South Hills H. S., Pittsburgh, Pa.

Dictation Material and How I Use It—Mrs. Kate M. Wainwright, Ferris Institute, Big Rapids, Michigan.

The Shorthand Secretary from the Business Man's Viewpoint—Benjamin Bills, Director of Sales, American Bond & Mortgage Co., Chicago.

CORRECTING PENMANSHIP

(Continued from page 22)

up, depending upon the size of the class: for example, if there were twenty boys in the class, I would make the best paper one, the next, two, and so on down to the poorest one, which would be graded twenty.

In putting in the written correction, it is best to particularly note the point or points especially emphasized during the class drill period. I always state my aims at the beginning of the class, and they pay attention to them because they know that those things will be noted in the correction of the paper.

Insist upon a uniform heading and correct it. Correct the practice side of the paper as well as the specimen side. Sometimes correct just one line, but never announce which line until the end of the period. Then have them all check it. They will notice it both before and after grading then, and often one line has errors enough to be overcome.

Correct in red ink. It shows up better and people who are not experts can write better with it while learning to correct papers. Do not correct them with lead pencil. It is untidy, and it begets untidiness.

Seek for variety daily. Utilize the newspapers, the playground, books anything for hints. Use them carefully. Your efforts will be repaid.

When presenting awards, return the papers meriting them if possible. Others will want to see the required standards, and the parents will be interested. If a boy fails to secure an award, tell him why right on the submitted paper.

Make no caustic comments. All criticism must be constructive. This is too trite to dwell upon, but it is still as true as the fact that two and two make four.

Correct your papers with care, and the papers will be carefully prepared for you to correct. Soon the papers submitted will be so nice that you will enjoy looking at them. And it is really a pleasure to put the little letters at the end. It is also interesting to count the "goods" you give as well as the ones you used to receive. Above all be personal, constructive, and prepared to give variety. Then paper correcting will be—must be, a joy.



Beacon Lights of Penmanship

Some Notes on "A Century of Penmanship in America"

By HORACE G. HEALEY, A. M.
120 East 184th St., New York City

III. The Golden Era of Ornamental Penmanship

This era was characterized by the universal use of copybooks in the public schools; the invention of photo-engraving and the publication of numerous professional periodicals.

It is very difficult to submit a complete list of all those who were actively identified with professional penmanship during this era. The various branches of the work, which included engrossing, card-writing, teaching and publishing, had many followers. Also there were some penmen and artists who were locally famous and yet did not achieve nation-wide reputation. Those who did become known beyond their immediate neighborhoods owed much to the professional journals of the period for this publicity.

The invention of photo-engraving made it possible to reproduce the penwork of the expert. Prior to the introduction of photo-engraving all such work was limited to the art of lithography.

In submitting the sub-joined list I solicit the co-operation of the older members of the profession to extend it so that it will eventually include everyone who in even the slightest degree made a contribution to the guild. The following names will readily occur:

Ames, D. T.; Aument, H. A.
Burnett, E. L.; Burdetts, F. H. and C. A.; Byrne, J. P.; Blanchard, H. S.
Crandle, C. N.; Collins, R. S.; Curtis, C. C.; Carver, H. C.; Cagle, Jackson; Clark, H. C.
Dudley, A. W.
Flickinger, H. W.; Farley, D. H.; Ferris, W. N.
Gaskell, George A.; Gray, L. A.
Hinman, A. H.; Haley, C. S.; Huntsinger, E. M.; Henkel, H. B.; Hibbard, H. E.
Isaacs, E. K.
Kibbe, H. W.; Kelly, B. F.; Kendall, H. C.; Knauss, J. T.
Lillibridge, D. R.; Lamson, W. H.
Musselman, D. L.; Mehan, J. M.; Moar, J. F.; Miller, J. C.; McKee, Uriah; Miller, Wm. Allan.
Osborne, A. S.
Pierce, Chandler H.; Patrick, W. H.; Preston, I. S.; Payson, J. W.
Root, A. P.; Rollinson, Charles; Rider, A. I.; Robbins, C. W.; Risinger, T. J.
Schofield, Fielding; Shaylor, H. W.; Swank, J. W.; Scott, John R.; Sadler, W. H.
Thompson, Langdon S.
Vincent, J. M.
Williams, L. L.; Wells, Charles R.; Walworth, C. A.; Williams, S. C.; Worthington, B. M.; Wieseahn, F. W. H.

All will agree that from the foregoing names one could select a name at ran-

dom and find sufficient material for an article. I shall hope in this series to write of several of them. This month we shall say a few words regarding the somewhat spectacular career of one whose name was possibly more familiar to the general public than any other penman in the list—George A. Gaskell.

Gaskell was born at Penn Yan, New York, April 21, 1844, and died in Jersey City the latter part of April, 1885. He surely crowded a great deal of life into his forty-one years.

When Gaskell was six years of age his father removed the family to Richmond Center, Ashtabula Co., Ohio. His father was a physician, interested in the manufacture and sale of patent medicines. He also manufactured an ink which was widely used in that section of the country. When Gaskell was in his early teens he went to Geneva and spent a short time with the elder Spencer. Then, at the age of sixteen, he entered the academy at Dundee, New York, where he pursued a course in the literary branches, at the same time teaching penmanship in that institution. After remaining there something like two years, he set out to see the world, and organized penmanship classes in several states. In 1864 at the age of twenty, he came to New York, and engaged with the Bryant & Stratton school in Newark, New Jersey. He taught a few months in Trenton, and then returned to Newark. In 1871 he went to Manchester, New Hampshire, where he had bought the Bryant & Stratton business college on credit. He was there for several years, and then returned to New Jersey, conducting a business school in Jersey City. His school work from 1873 until the time of his death was entirely subordinated to the interests of his famous "Compendium."

This was the pioneer publication of its kind. It consisted of a pamphlet of instructions, a large chart, and twenty plates of rather crudely engraved copies. More than two hundred and fifty thousand of these compendiums were sold in ten years at \$1.00 per set. The source of the attractiveness of this Compendium lay in the fact that it was the photo-lithographic product of actual pen work. Prior to this time, and even much later, the usual penmanship book represented the skill of the engraver more than that of the writer. The very crudeness of the copies, therefore, made a strong appeal to the uninitiated, and thousands of country boys who purchased it were led, through it, to the very apex of penmanship attainment.

Gaskell was always a splendid writer. Make no mistake about that. No off-hand penman of his day could excel him. Coupled with his artistic genius was an equally strong talent for busi-

ness. He knew how to reach the common people, and as a successful advertiser he took first rank. He spent thousands of dollars annually in the largest and best magazines, frequently using entire pages.

He also published several journals, most of them advertising his schools and publications, but the "Penman's Gazette," which he published for about ten years, was a highly successful penmanship periodical. "Gaskell's Penman's Handbook" which he brought out in 1883, and sold for \$5.00, was his most pretentious publication.

Personally, he was a very attractive man, somewhat reserved and shy. Although he was constantly surrounded by fellow workers, yet no one could ever claim to be very intimate with him. He was tall, always well-dressed, and gave one the impression of refinement. In common with many others of that day, he was an unfortunate victim of the habit which the Eighteenth Amendment is designed to prevent. One morning in April, 1885, some boys found his lifeless body among the marshes outside the city limits of Jersey City, and the world was poorer from that day because George A. Gaskell had passed on. He left a widow, but no children.

His business, which had been built up entirely on his own personality and genius, was continued for a short time but now his name is but a memory. A roll call of his former students at Manchester, and later at Jersey City would include the names of many of the best known penmen of this country.

A picture of Mr. Gaskell will appear next month.

PITTSBURGH'S PROGRESS

Duff's-Iron City College, Pittsburgh Pennsylvania, is the name of the new school formed by the Duff's College Iron City College and the Martin Shorthand School.

This new school is in a new home a Duquesne and Evans Ways, not far from historic Fort Pitt. They have a four story, fire proof building with wide corridors, marble stairways, and so built as to admit light on three sides of most of the class rooms. The building contains 33,000 square feet of floor space providing sixteen class rooms and eight offices.

Special features of the school are Business Men's Library, Commercial Museum, Hospital, Refrigerators, and hygienic cupboards for lunches. Warm drinks and hot lunches are provided at a small cost for those who wish to buy them.

The officers of the new organization are: President, F. S. Spangler, former Principal of Duff's College; Treasurer and Principal, S. E. Bowman, former Principal of Iron City College; Secretary and Registrar, M. S. Johnston Vice Principal and Superintendent of Enrollments, J. M. Baltzer; Publicity Manager and Director of Extension Courses, J. L. Zerbe.

Readers of the BUSINESS EDUCATOR who may be in Pittsburgh at any time are invited to inspect this building.



AMBITION TALKS

By Harlan Eugene Read

President Brown's Business Colleges of Illinois



INVENTION AND DISCOVERY ARE PROCESSES OF EVOLU- TION

Great thoughts and noteworthy deeds are gradual developments, not sudden miracles.

New wonders are produced by borrowing from the past and building upon what has already been accomplished. The footpath begets the road, the road fathers the horse car, the horse car evolves into the railroad, the railroad engine suggests the automobile, and the Cadillac starts Curtiss and Wright to dreaming about the aeroplane.

The alchemy of the inventor is not always suddenly to produce the unknowable from the unknown, but to take a machine that already exists, add a few cogs here, simplify there, and get royalties on the result—if he can. So in education, agriculture and morals, one thing leads on to another, and nothing comes suddenly but cyclones, volcano eruptions, holocausts and the boll-weevil.

Nature produces new things when we are ready for them, and the inspiration to invent, discover and solve is necessity.

That is the reason why Columbus, Magellan, Frobisher and the Norsemen were working independently along the same lines at approximately the same time. Europe was getting too small for the number of people in it. Virginia and Massachusetts were necessary.

In aerial navigation we had Curtiss, the Wright brothers, Count Zeppelin, Santos-Dumont and a dozen others literally and figuratively breaking their necks at the same time; and he would be a venturesome historian who would try to name the first half dozen auto-

mobilists, for the world was thinking and breathing automobiles in a thousand spots at once.

Now we have the wonderful wireless telephone, fastened to the end of an ordinary Bell receiver so that a farmer near Emporia, Kansas, can call Central, send his voice along a wire to Long Island, New York, and have it thrown out into the air to a ship in the middle of the Atlantic. Franklin, Morse, Bell, Marconi, Edison and Westinghouse all have contributed their share to the great result; and we have the wireless because we need it. Nothing that was not needed has ever been invented or discovered except the vermiform appendix and the assistant janitor at the State capitol.

To know the needs of mankind is the first step toward usefulness; and when a dozen or eative minds reach the same conclusion either simultaneously, or by a gradual process, it is not because of a dozen mental accidents, but because the world's necessity is the mother of progress. Creation, inspiration, discovery and invention are processes of evolution.

REMINGTON, QUIET MODEL

The Remington Typewriter Company announces the Remington No. 12, a typewriter which they claim is so constructed that the usual noises made by operating a typewriter are either eliminated entirely or so greatly reduced that they no longer disturb anybody. This result has been attained without any change in the operating principle or omitting any features which have been tried and tested through years of use.

Personally, I prefer water color and a brush for shading. Paynes' Gray, with a touch of lamp black, gives a fine semi-transparent shadow. Don't have too much color in the brush. Don't work over the color too much. Strive for sureness of stroke. If you have difficulty in understanding just where the shading should be placed, it might be well for you to refer to the Zanerian Manual of Alphabets and Engrossing for detailed instruction. Waterproof India ink should be used. From 75c to \$1.00 per name should be charged for this grade of work. Send specimens to me for criticism and suggestion.



G. G. Hill, Director of Commercial Teacher Training Department, State Normal School, Indiana, Pa., was born in Harpers Ferry, W. Va., about 30 years ago.

Mr. Hill's education was received at Western Maryland College which bestowed upon him the degree of A. B. He says that this was because he was "at bat" oftener than any other Senior that year, but we suspect also that he was "among books" for at least part of the time, although he is very fond of all kind of athletics.

Since that time he has pursued numerous courses through extension and otherwise in accounting and auditing, business law, finance, salesmanship and advertising, business administration, education, etc. He also attended the "grand and glorious old Goldey College," Wilmington, Del., and taught two years in that institution.

He confesses to having written numerous articles, pamphlets, chapters, books, etc., but intimates that not all of this has been published.

"I love to hunt, fish, play, walk, motor, try to sing (much to the disgust of the neighbors), obey my wife, attend to the children, eat, sleep and entertain my friends just like other fairly normal human beings."

Mr. Hill has been in his present position for a little more than three years, during which time the Indiana State Normal School has taken a leading place among normal schools which are training commercial teachers. The work in the Penmanship Department is especially noteworthy. Many of the students in the school win the Zaner Method Certificate this year.

Brother Onesime, teacher of penmanship in Sacred Heart Academy, Quebec, Canada, has been using the BUSINESS EDUCATOR for several years. This year he sent at the beginning of the term a club of 27 subscriptions.

DIPLOMA LETTERING

S. E. Leslie, Spencerian School,
Cleveland, Ohio

The accompanying specimen is the highest type of Old English lettering for diplomas. The individual letters should be carefully lined up and re-touched with a fine pen. The shading is put on with either a broad pen or flat red sable brush. Either water color or highly diluted India ink may be used. The line shading was used in this specimen because the diluted ink or water color shading will not reproduce by the photo-engraving process.

Arthur Eugene Granger



A Little of Everything

By CHARLES T. CRAGIN
Holyoke, Mass.

THE STORY OF A GREAT INVENTION

I used to live in the town where Chauncey Depew had his residence.



Chauncey is a bright old fellow, 86 years young. He was a fine orator and is famous for wit and wisdom. For many years he was president of the New York Central Railroad and confidential man of the Vanderbilt family.

I once heard him say, "One night several years ago I was invited to go to a vacant building on the West Side and see a man do something very wonderful. I went down there and he had 100 miles, so he said, of wire, stretching all around that building and he talked into a little mouth piece and he said the sound went over that whole 100 miles of wire and you could hear it just as plainly as I could hear the man talking across the room. They all said that the sound traveled over 100 miles. I went home much impressed by it and I told William H. Vanderbilt, the head of the Vanderbilt family, and worth two hundred million dollars, what I had seen and that I had a chance of taking some stock, that they were to put these machines in operation in the houses, offices and stores. "Chauncey," said Vanderbilt, "don't you do it. That's all very well for a plaything, but it will never amount to anything from a business point of view." "I took his advice," said Mr. Depew, "and I have kicked myself a good many times since, to think that I did so."

A good many others got the same advice as Mr. Depew, and followed it. Some, however, took stock because they had to. Charles Glidden was the manager and operator of the Atlantic and Pacific Telegraph Company when I was a young man in Manchester, N. H. The company was gobbled up by the Western Union and Glidden was out of a job, and he went to work for the new Bell Telephone Company, which was putting in machines, and which was very short of money. Glidden had to take stock for part of his pay, and he got in on the ground floor, became one of the head men of the New England Bell Telephone Company, and made millions out of the rise in stock when that Company became rich and prosperous.

The Story of a Great Invention

The story of the invention, the growth and the management of this tremendous organization, now the American Telephone & Telegraph Company, is a dramatic story of struggle, partial failure, and final triumph, of a group of men — two especially notable: Alexander Graham Bell, in-

ventor of the telephone, and Theodore N. Vail, maker of the telephone business. This is the story I am going to tell you in the December and January numbers of this excellent magazine.

The Beginning

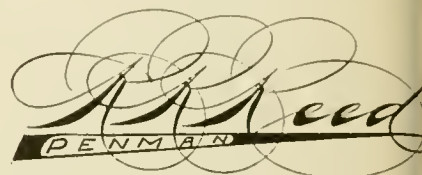
It was the afternoon of June 2nd, 1875. Two young men in the workshop of Charles Williams at 109 Court St., Boston, were tinkering with wires and batteries trying to make sound travel over a piece of iron wire by means of an electric current. One of these men was a Scotchman, not long over from Edinburgh. His father had been a teacher of those who had defective speech, and the young man was called on his visiting card, "Dr. Alexander Graham Bell, Professor of Acoustics." That is, he taught people who had defective speech, stammering, and also taught lip reading to the deaf. He hoped to apply electricity to his teaching. One of his patients, George Sanders, a little boy of five, lived in Salem, and his father, Thomas Sanders, gave Professor Bell board in the Sanders' home where he had established a workshop in the cellar, and in this workshop he tinkered away all his spare hours. The other young man was named Thomas Watson. He was a workman in the William's shop, and he had become interested in Bell's experiments, and was working with him to see if they could transmit musical sounds over a wire. It seemed to Bell that if they could send musical sounds his way, the wire might be made to carry the human voice.

For many days the young men had experimented without success, and on this day of days, June 2nd, 1875, Watson was plucking away at a piece of cord string adjusted to give forth a musical sound, while in the next room, quite a distance away, Bell had his ear down to a small nib of wire listening with all his might to get the slightest answering vibration. Suddenly, the listener sat up, for over it came scarcely perceptible musical sounds. Watson, at his end of the attic heard a shout, then Bell rushed in. "What did you do then? Don't change anything, let me see it." Watson showed him. Bell went back to listen and again came the feeble note like the tremble of an infant's voice, but it was the voice that before long would speak every language in every corner of the globe. It was the discovery of the principle that carries sound, by electricity, over a wire and enables you and I, and everybody who has the price, to talk with a friend in San Francisco, if we wish to pay \$15 for three minutes' conversation.

The Primitive Telephone

It was perhaps five years later that I first made the acquaintance of the tele-

(Continued on 2d following page)



First saw the light of day on one bright Sunday morning September 20, 1886, at Springdale, Arkansas.

Grew up to early manhood on a farm in the Ozark Mountains—"Opie Reed" territory.

5 ft. 11 in. in height, weighs 225 lbs. Favorite sport—swimming. Was on Y. Swimming team in Apls. 1919 taking first place in plunge for distance in dual meet with the U. of M. Team.

Attended ungraded country school and village high school in his native state. Normal, Business, and one year College at Pea Ridge (Ark.) Masonic College. Taught "Deestric Skule" in Arkansas. Was an early student of penmanship under C. W. Ransom of Kansas City.

Has been a close follower of the Business Educators since first taking up the study of penmanship and considers it has been of greater assistance to him in bringing about whatever penmanship success he has attained, since taking his penmanship course, than all other influences combined.

Commercial teacher in Springfield Business College with the late H. B. Henkle, a pioneer business educator, who taught him blackboard writing.

Completed college work, taking Ph. B. in Oskaloosa (Iowa) College in 1916.

Principal and manager of Brown's Business College of Muscatine, Iowa, 1916-18.

Assistant Educational Director Central Y. M. C. A. of Minneapolis, Minnesota, 1919-21.

Now penmanship instructor in the Big Ferris Institute of Big Rapids, Mich. First real opportunity he has had to follow his favorite work—teaching penmanship. He instructs more than 250 students daily in penmanship and blackboard writing.



LEARNING TO DICTATE

A Series of Lessons in Dictating Business Letters, for Men and Women who Expect to be Important Enough to Have a Stenographer

Instructions from a series of "Better Letter Bulletins"
Published by Thos. A. Edison, Inc. Exercises by the Editor

TAKING OUT THE "WE" AND PUTTING IN THE "YOU"

By Maxwell Droke, Author of "The Handclasp in Correspondence" and "Hearts, Harps and Humans"

(By permission of Thos. A. Edison, Inc.,
Orange, N. J.)

Oh, isn't it easy to talk about ourselves? In dictating letters there's always the temptation to refer proudly to our 'steen-story factory; our wonderful patented processes; our this, our that and our t'other. All of which interests Mr. Recipient not one whit. Being an ordinary, normal human being, he wants to know simply this: "What can you do for me?"

Once upon a time, in my youthful advertising days, I used to have desk space in an office with a District Sales Agent for a certain bookkeeping machine.

Day after day that agent dictated commonplace, colorless letters to prospects—most of them started off like this: "We have just put on the market a new bookkeeping machine which we feel sure will meet with the approval of business men everywhere. We have spent years in producing and perfecting this machine, and in actual tests it has reduced the bookkeeping expense in many offices by 50%."

That "we" talk got on my nerves. Finally one day I suggested, "Blodgett, let me dictate one letter for you." He agreed readily enough, and this was the opening statement: "Here is a new machine that is going to interest **you**, because it will actually do away with half of **your** present bookkeeping expense."

Well, it didn't take Blodgett long to see the point. Straightway he began mortising out the "we's" in his letters and substituting "you's." He quit using such phrases as "business men everywhere" and "in many offices" and began talking about the **prospect**, the prospect's office, and the prospect's bookkeeping problems, and it wasn't long before sales took a healthy spurt.

One morning not so very long ago, two letters, both of them from publishing houses, found their way to my desk. I'm going to quote a few paragraphs from each, because they're such good examples of the "we" and "you" element in business correspondence.

Said the "we" letter:

We have just published what we consider a very interesting book. In fact, in all our experience we do not recall having issued a more worth-while volume. We feel sure that this helpful and inspirational message will meet with the approval of business and professional men. Therefore, we are taking the liberty of enclosing some descriptive literature relative to same.

This book, "Health, Wealth and Happiness"—etc., etc.

Now, for the "you" letter:

When you go into an important meeting you perhaps have dreams of the magic effort of your arguments—have carefully thought out **WHAT** you will say and **HOW** you will say it.

But do your dreams come true?

Do your arguments always win for you? Are you ever forced to admit that your adversary has beaten you in the business battle of wits—because you **SAID** the wrong thing—perhaps used but one wrong word—at the critical moment?

If you have ever had this humiliating experience you know how easy it is to think back and see the errors in what you had planned to say.

It pays to **PLAN** what you are going to say—and there is no surer, easier, less expensive way to know how to talk convincingly than to get a copy of our new book, "How to Talk Business to Win."
—etc., etc.

We are all striving to write good letters—the very best letters possible—and if we would make our epistles 100% effective, we must first of all learn that elementary lesson "Take out the 'we' and put in the 'you'."

Letters to Write

4

Tell a merchant about your dust-proof glass display case.

Write a farmer about the Ford automobile.

Describe a dictionary to a High School student.

Interest a housewife in a dish-wash machine.

Make a manufacturer want the invention on which you have spent ten years of your life—a machine which automatically sorts out imperfect nuts and bolts.

Excite curiosity regarding the next meeting of your club.

Induce a farmer to vote for (or against) a candidate for Congress who favors a high tariff.

Invite people to come to church.

Arouse ambition in a young man attending business college.

Sell your services as bookkeeper (or stenographer) to some man in your city who has never employed such an assistant.

(Remember that these letters are to be exercises in **dictation**. So study your assignment carefully—think of the letter you are planning to write until you are overflowing with enthusiasm about it—then **dictate** it. That is the way to get enthusiasm into the letter. Then go over it coldly and critically for possible corrections and improvements.)



J. A. Buell of the Minneapolis Business College, Minneapolis, Minnesota, knows what it is to be a country boy with a handwriting that looks like something that the cat dragged in. Maybe that is the reason he has the record today of securing more certificate winners than any other teacher in the United States or Canada.

Before he entered Bales' Commercial College at Little Rock, Arkansas, in 1883, where he began the study of penmanship under the skillful penman, S. A. D. Hahn, his handwriting showed as little promise as could well be imagined, and the most that he had was an overwhelming desire to learn to write. There he got his start, and for more than ten years, while he was running a farm in the white corn country near Urbana, Illinois, he sat up nights beside the kerosene lamp with large sheets of old-fashioned foolscap gaining control in the handling of a pen.

It was not until 1898 that he left the farm and began teaching penmanship. Since that time he has taught continuously for twenty-three years, except the time spent in the Zanerian (1906) under the watchful care of that matchless penman, C. P. Zaner. Here he brought his writing to its highest degree of perfection. The rhythm of his voice chanting the counts for the various letters which he teaches his classes to write in unison has sounded in Alexandria, Ind., Toledo, Ohio, Red Wing, Minnesota, and for fourteen years now has been a part of things at the Minneapolis Business College.

Of the more than eleven thousand students whom he has taught in the last 14 years, 1307 have been winners of the Business Educator writing certificate. Since attending the Zanerian a total of 1359 students have won the Business Educator Certificates.

C. H. Haverfield, teacher in the Commercial Department of the Findlay High School, was a student under the editor a good many years ago. That he doesn't hold any grudge against us is shown by the fact that he still calls at the office whenever he is in Columbus, and that he sends a club of subscriptions from his students every year. The club this year numbered 85, which would indicate that the Commercial Department at Findlay, Ohio, is large and lively.

20th Century Bookkeeping^{AND} Accounting

CRAIN

(Continued from 2d preceding page)

phone. We put one in our office of the Corey Needle Co., Manchester, N. H., where I was bookkeeper, paymaster, and pretty much everything else. It was a very crude affair, the telephone that they put in. Sometimes it would work pretty well and sometimes it wouldn't work at all, and, it was the cause of much profanity on the part of the men who didn't care what they said.

When there came a thunder shower, you had to keep away from it, for the lightning would jump out a streak as long as your arm with a crack like a pistol shot, and you would get a sharp shock if you took the receiver off. Many people got disgusted with it and threw it out, and few people thought it would amount to much as an investment.

Of course, Bell himself had no idea of the magnitude of his discovery. This was no improvement over some old thing, it was an entirely new discovery, and most people who knew of it though it was just a pretty plaything, interesting, but of no special value. Among Professor Bell's pupils was a daughter of a man named Hubbard. The girl was deaf and young Bell was teaching her how to speak and read by the motion of the lips, and, I presume, their lips got pretty near each other. At any rate, he was engaged to the girl and she was interested in his invention and got her father interested as well. Hubbard was an enthusiastic kind of a man with some money, not a great deal, but he became a firm believer in the future of the telephone. Sanders also, as the work progressed, became a money backer of the enterprise.

The First Words Spoken

"Why not use a real ear?" said Blake, so they say that an ear was taken from a dead man and Bell used it as a model transmitter. I don't know how true this is, but it is said that his money backers got tired of his experiments with this plaything, as they called it, and that Hubbard told him that he must give up his experiments or give up his daughter. I don't believe that. Hubbard wasn't that kind. Anyway Bell didn't give up either the telephone or the girl. He borrowed money, went to Washington, showed his apparatus to Prof. Joseph Henry, 78 years old, who at that time knew more about the theory of electric science than anybody in America. Finally, Henry said to this boy, a little over 20, "You are in possession of the germ of a great invention. I would advise you to work on it until it is completed." "But I haven't the technical knowledge necessary," said the young man. "Go and get it," snapped Henry, and Bell did, and, a few months later, the telephone came into being under letters patent. It was a feeble baby, and its voice came

faintly from one room in William's work shop to another, the two rooms connected by wire. "Mr. Watson, come here, I want you," were the first words Bell spoke into the telephone, and Watson heard them distinctly and rushed loudly up the stairs shouting, "I can hear you, I can hear the words."

More than forty years later when the trans-continental telephone line was opened, the same conversation took place between these two men. Bell picked up the receiver in New York City before a large group of distinguished citizens, who had been invited to hear the first trans-continental telephone conversation, and said to Watson, who was listening, not in the next room of the William's shop but in San Francisco, 3,000 miles away, "Mr. Watson, I want you." Back came the reply distinctly over the wire, "It will take me some time to get there, Mr. Bell."

A Stroke of Luck

The next year, 1876, saw the Centennial Exposition or World's Fair at Philadelphia. It was a great show, and to exhibit his new invention young Mr. Bell paid for space and set up a wire over which he proposed to let people talk. But nobody wanted to talk into that little mouth piece. He had no money to advertise, no influential friends, and his exhibition was a decided frost, until one day, into the almost deserted room in which he had his exhibit, came Dom Pedro, last Emperor of Brazil, with the Empress and their gorgeous suite, being conducted about the halls of the great exhibition.

Now, it happened that Dom Pedro, who was visiting this country at the time had visited in Boston the institution for the instruction of the deaf and dumb, and had met Professor Bell and had been much interested in his method of teaching dumb people how to speak and deaf people how to read the motion of the lips. When the Emperor saw Professor Bell he rushed forward with outstretched hands exclaiming, "Professor Bell, I am delighted to see you!" The people at once crowded around when they saw the Emperor talking to the young inventor, and Bell had an opportunity to show Dom Pedro what the telephone would do. The Emperor took up the receiver and held it to his ear, and everybody regarded him curiously to see what would happen. A look of amaze appeared on his face and he threw back his head suddenly and cried: "My God, it talks!" Plenty were now willing to examine Dr. Bell's invention. Lord Kenvin, the great English Scientist, perfecter of the Atlantic Cable, was with Dom Pedro, and he took a turn at the wire. "It does speak!" he declared. "It is the most wonderful thing I have seen in America." The papers were full of the story and the telephone became the feature of the exposition.

But to the business world, the telephone was just a curiosity. Even when it was shown that the new invention would actually talk between Boston and Cambridge, bankers and men of capital still thought it a poor business risk and were not inclined to take stock



Certificate-winners from Clark St. School, Milwaukee, Wis. This represents almost 100% of last year's class. SELMA O. PREUSS, their teacher, is this year at North Division High School, Milwaukee.



for its development. Bell and his friends formed an association of which Hubbard was president, Sanders treasurer, Bell electrician, and Watson superintendent. They called themselves The Bell Telephone Co. Its capital was only what its treasurer Sanders, could personally secure. None of the rest had any money and Sanders hadn't much. They advertised by giving a series of lectures in and about Boston, Bell lecturing and Watson, from some distance away, talked and sang over the wire, managing to yell loud enough so that the audience could hear him. These lectures were popular but didn't seem to wake anybody up to the idea that there was any money in the invention. The newspapers joked about it but there came inquiries for telephones here and there. Watson, in 1877, set up a wire from the Williams' work shop to the Williams' home in Somerville, 4 or 5 miles away. That was the first telephone line in the world, and the Boston papers made big headlines about it. Then in May, a stranger from Charlestown across the river came to the Bell office. Said his name was Emery and proposed to hire a couple of telephones at the regular rate of \$10 a year. He paid for them in money, the first cash return. That was the beginning of the telephone business. They got out circulars inviting other families. A man named Holmes had a burglar alarm system in Boston and New York. One day he came in and noticed Williams shouting in what looked like a curious little box. He made some inquiries and afterward suggested to Hubbard that if he would lend him two or three of those things he would show them in Boston. He said he had individual wires running to various banks and he could put up telephones in those places, attach them to his wires and show how the thing worked. Hubbard let him have the telephones and soon he had an agreement with Holmes that gave him the Boston district. He was to have that territory with telephones at a yearly rent of \$1 each for a period of two years. Holmes was a live wire and in a short time had about 60 subscribers, and he put out a printed list of them, the first telephone directory ever issued.

Subscribers from the Boston District and vicinity began to increase rapidly and Watson was kept busy at the shop making the instrument. All that was very fine but there was no money in it. The telephones cost a good deal, and at ten dollars a year rent it would take several years to pay for the instrument. Experiments cost a lot, too.

In 16 months after the day of Bell's patent, about 800 telephones were in use. Sanders had used about all the money he had, and they had no capital to keep on building instruments. A great corporation, the Western Union Telegraph Co., descended upon them and prepared to take away their only real property. The year before this Bell had offered to sell to the Western Union his entire patent for \$100,000. This patent has since been worth millions, but the Western Union didn't

want it. Presently, however, they decided that it might be worth something and they decided to take it without paying anything for it. It didn't occur to them that a small matter like Bell's patent was going to stand in the way when the Bell Co. had no money and he Western Union had millions.

They engaged three well known inventors, Thomas Edison, Elisha Gray, and A. E. Dolbear, and organized the American Speaking Telephone Company, announcing that it has the only original telephone, and was ready to supply all comers. The fact that all three of these inventors, Edison, Gray, and Dolbear had each acknowledged Bell's rights didn't seem to cut any ice. They expected to crush the Bell Telephone Company with a single blow, but they had another think coming. The telephone by this time, 1880, was beginning to pay dividends to its stock holders, and it had no trouble in getting buyers for that stock. Then came a long series of law suits for infringements on the patents of Mr. Bell. There were all sorts of claims by other inventors. Some of them were bare faced frauds, but three or four very formidable suits were brought. I knew a great deal about one of them, perhaps the most formidable. It was known as the Drawbaugh claim. I was at Manchester, N. H., then, and a friend of my employer was Marcus Marx, a handsome, accomplished and agreeable Jew of New York. Marcus Marx was the secretary of the Drawbaugh Company organized to fight the Bell patent. Drawbaugh was a Pennsylvania Dutchman and he claimed that he had a telephone in operation years before Bell got his patent, that he didn't get his patented because he had no money, and now claimed priority to invention which would give him a right over Bell. General Benjamin Butler, great criminal lawyer, and many other men of means and business standing were interested in this company, but the courts, after years of contest, finally gave Bell an absolutely clear title for his patent, but, before these suits were completed, the original patent had expired and Bell never got much money during all the time. Indeed he spent all he could earn in experiments and was but little better off for his invention until that genius, Theodore N. Vail, appeared on the scene.

The Path of the Pioneers

When you take the receiver off the hooks now and the girl at central does not at once say, "Number please?" you kick and say they are a lot of dead ones, regular lobsters. Well, in 1880 in Boston, it often took as much as seven minutes to get the connection. Sometimes the man forgot all about what he wanted to say when he finally hitched up with the other end. The transmitter and receiver were all in one, and when you wanted to call central you took a pencil or something and rapped on the disk of the transmitter. After a while the girls called "Hello?" You told her what you wanted, and after the connection was made you talked into the transmitter then stuck it up to

your ear and the other end talked back. It was several years before the separate transmitter and receiver were invented and came into use. It was not the safest thing in the world to telephone either in those days, for the wire used was coarse iron wire and it took about four times as many wires as it does now. If it happened to come in contact with an electric light wire you were liable to get a really good shock when you took the receiver off the hooks. In fact, the telephone was a very crude and imperfect instrument for more than 10 years after its invention.

Mr. Bell was very fortunate in that he was associated with honest men, his father-in-law, Gardiner Hubbard, Thomas Sanders, Watson, and afterwards their great business manager, Theodore N. Vail. It is far too often the lot of the inventor to be robbed of the child of his brain as soon as it begins to show any signs of value. Professor Bell never was a money maker; he was an inventor and he loved to render service. When he became wealthy, as he did, most of his time was given to developing plans to help the deaf and dumb and the blind. I suppose that wonderful girl, Helen Keller, graduate of Radcliffe College, deaf, dumb and blind—imagine going through college in that condition—I suppose Miss Keller owes much of her education to Mr. Bell. The telephone grew by leaps and bounds until it became the tremendous organization, The American Telephone & Telegraph Co., which now covers the entire continent and which has taken up wireless telegraphy and wireless telephony in the great scope of its activity.

Bell died last summer, 75 years old. Died of general weakness, really old age, although many people live far beyond 75; but I think his great activities and anxieties perhaps shortened his life for he certainly had enough of trial during the whole life of his original patents. In mind, however, he was as active as ever, and his chief interest seemed to lie in the schools for deaf mutes. He began his life as a teacher in Boston and he ended it still teaching, more or less, at 75 in his summer home in Nova Scotia, where he died. People laughed at him when he said in a speech in London in 1878, that the housewife would eventually be able to speak to the butcher, and the baker, and the candle stick maker, from her kitchen and tell him what to bring round to her house, but, that has long since ceased to be a wonder.

I have told you in this number briefly the early story of the invention, but I have not entered much into the growth and development of the business which has made so many fortunes. Bell Telephone stock could be bought at almost any price in the early history of the enterprise. \$35 or less was the price of \$100 shares even after that master genius, Vail, took the helm to steer the enterprise through the stormy waters of business. A few years later, it sold at \$1000 a share, and you can see that everybody connected with it was bound to get rich. The story of its business

growth, which I will tell you next month, introduces a far more picturesque character than Professor Bell. Inventors, as a rule, are not picturesque; they are apt to be snuffy, stuffy, eccentric individuals. The inventor's whole mind is wrapped up in his particular hobby, but the man who develops the business is made of different stuff. Not one inventor in a thousand ever made a business success of his invention.

Next month I will tell you the story of the man whose name here in New England is known to every farm boy and girl. At the great Eastern States Exposition a building is called Camp Vail, named after this remarkable genius who did more to advance farm life for boys and girls than any other man, living or dead.

PARTNER WANTED:—Man with ability to buy half interest in established business school, eastern state, no competition locally, fine territory, population 25,000. Will take \$4,000 to handle end assume management. Address **THOROUGH**, Care Business Educator, Columbus, Ohio.

EDWARD C. MILLS, SCRIPT SPECIALIST
Drawer 982, Rochester, N. Y.

The finest script for engraving purposes, suitable for Bookkeeping Illustrations, etc.
Mills' Perfection Pen No. 1, a pen for fine business writing, 1 gross by mail, \$25. Mills Business Writer No. 3, the best for strong business writing, 1 gross by mail, \$1.25.
Students of Penmanship and Penmanship Supervisors should attend the Mills Summer School of Penmanship at the Rochester Business Institute during the month of July. Information upon request.

An Experienced Teacher

of bookkeeping and higher accounting available. Will consider a principalship of a Business school or high school department.—**AVAILABLE**, care The Business Educator, Columbus, Ohio.

WANTED

Two experienced commercial teachers of strong personality, one for classroom, the other an A-1 field man. Permanent positions at good salary with one of the largest commercial schools in America. Location near New York City. Address — **PERMANENT POSITION**, care The Business Educator, Columbus, Ohio.



LEARN ENGROSSING
in your spare time at home.

Thirty Lesson Plates and Printed Instructions mailed to any address on receipt of two dollars, Cash or P. O. Money Order.

P. W. COSTELLO
Engrosser, Illuminator and Designer

Odd Fellows Hall Bldg., SCRANTON, PA.

Books on Forgery

DO YOU have a book on forgery by AMES, OSBORN, COURTNEY, LAVAY or any other author? Would you be willing to sell it at a reasonable price? If so, let us hear from you.

If you want to buy such a book, write us. We expect this advertisement to bring us several replies and we may have some extra books to dispose of.

THE BUSINESS EDUCATOR,
Columbus, Ohio

WANTED

Students of penmanship who have ability who would like to master this work. A good opportunity for two or three young men to learn engrossing. For particulars address **LETTERER**, care The Business Educator, Columbus, Ohio.

SALESMANSHIP STUDENTS

may make \$10.00 a day selling our silk, knitted, and Greadine Ties for 50c. Big profits. Write

NORFOLK NECKWEAR,
209 Lyric Theatre Bldg., Cincinnati, O.

COURSES BY MAIL

Normal, High School, Business, Law, Engineering and College Courses leading to the regular College and Post Graduate degrees thoroughly taught by mail. Now is the time to enroll. For special rates address **CARNEGIE COLLEGE**, Rogers, Ohio.

IMPORTED

Genuine Sheepskin Parchment and Illuminating Vellum

We carry these in stock in various sizes at very reasonable prices and can supply same at once.

We Engross and Illuminate Resolutions and Testimonials for Penmen and Artists throughout the Country in the latest and best forms, enabling them to make a profit on our work.

B. C. Kassell Company

Engrossers, Engravers, Lithographers
105 North Clark Street
Chicago, Illinois



For Business Colleges and Public Schools

Catalog and Samples Free.

We specialize in Made-to-order Diplomas

**Resolutions Engrossed
Diplomas Neatly Filled**

**Art Calendars and Advertising Novelties,
Attractive Lines**

Best Quality—Reliable Service

Engrossers **HOWARD & BROWN** Printers

Rockland, Maine

A HIGH RECOGNITION

This institution has the rank of a junior college in full standing, which means that students entering here with fifteen high school units, or who reach that standing here, may complete two years of college work which will be recognized hour for hour by the **UNIVERSITY OF KENTUCKY**.

Students entering this school who have not completed high school may complete as many as eight units here while pursuing the regular business course. Many of the subjects in the regular business course may be counted on regular high school units.

Commercial teachers who are anxious to get some sort of credit for the work that they do should correspond with us concerning our Commercial Teacher Training course.

Address:

Bowling Green Business University,

Bowling Green, Kentucky

NEAR GREAT MAMMOTH CAVE

WANTED—Man to sell tuition for a good school in a city of 100,000 with good surrounding territory.

Write TUITION SALESMAN,
Care The Business Educator, Columbus, Ohio.

WELL ESTABLISHED WESTERN SCHOOL,

Inventory \$5,000, for sale on terms to reliable school man

Address Western School

Care The Business Educator, Columbus, Ohio

"How To Sell—And What"

The Money Makers' Magazine—"The Main Entrance to Successful Selling." Tells how, when and what to sell. Puts you in touch with fastest selling lines and hundreds of reliable manufacturers—many of whom require no previous experience. Famous contributors: "brass teaks" departments; interviews with successful men and women. \$2.00 a year. Special combination price with "The Business Educator" both for \$2.25. Sample copy free.

HOW TO SELL

Department B. E., 22 W. Monroe St., Chicago, Illinois

B. C. S. DEGREE HOME STUDY OTHER COURSES

including Accounting, Law (LL.B.) Spanish, Salesmanship, High School, Normal, Pen Art (M. Pen.), Resident and Extension.

WRITE TODAY

Peoples College, Box 534, Ft. Scott, Kansas

BROWN'S HOME STUDY SCHOOL
TEACHES YOU AT HOME



Is your present employment satisfactory?
Does it offer the right future?

If not, learn Bookkeeping, Salesmanship, or Shorthand at home, as hundreds of others have done who could not attend College. The work can be done so satisfactorily and our plan of payment is so reasonable that a course is within reach of all. Tuition may be sent in monthly installments, if desired.

REMEMBER THAT WE SECURE POSITIONS FOR OUR GRADUATES

You need have no fears about a good position as soon as you finish and are prepared. Our Home Study School is located in Peoria, Ill., the center of Brown's System of twenty-nine Colleges. Write today for FREE Home Study Book of terms and all particulars. Mention course that interests you most and address plainly **HORACE SAFFORD, MGR.**

BROWN'S HOME STUDY SCHOOL
PEORIA, ILLINOIS



M. I. Vanordstrand, teacher of penmanship in Duff's—Iron City College, Pittsburgh, Pa., recently sent us a club of 83 subscriptions to The Business Educator. Mr. Vanordstrand writes a splendid business hand and also does good roundhand and engrossing. We hope to publish some specimens of his work early this year.

B. G. B. U. STUDENTS AT WORK

Recent students of Bowling Green, Ky., Business University are now teaching in the schools named below:

Bertha Bowman, Madison Business College, Huntsville, Alabama.

Wm. S. Cheek, High School, Lawrenceburg, Tennessee.

Miss Zilpha Bowling, High School, Millvale, Pennsylvania.

Mr. W. M. Heitman, Columbia Business College, Chicago, Illinois.

Miss Bonnie Unger, High School, Bloomington, Indiana.

Sara Jane Davies, High School, Tulsa, Oklahoma.

F. P. Geurin, High School, Tulsa, Oklahoma.

Clara Mathews, High School, Helena, Arkansas.

Mr. F. T. Hinkle, Elliott Commercial College, Wheeling, West Virginia.

Elizabeth Williams, High School, Geneva, Ohio.

Ethel Stringer, High School, Hackensack, New Jersey.

Ruby Wilkins, Drake College, Newark, New Jersey.

Mrs. Lucy Ball, American Business College, Pueblo, Colorado.

H. J. Corlew, Pennington School for Boys, Pennington, New Jersey.

Ruth Gilbert, High School, Montgomery, Alabama.

Aletha Bailey, High School, Lincoln, North Carolina.

Miss Allys Byron, Drake Secretarial College, Jersey City, New Jersey.

Grace Kennedy, High School, Beaumont, Texas.

W. E. Craig, High School, Chester, Montana.

Thomas Bradley, High School, Conneaut, Ohio.

Miss Edna Schenk, High School, Freedom, Pennsylvania.

Geneva Dellehay, Massanutten Academy, Woodstock, Virginia.

Adeline Shemwell, High School, Kimberly, Idaho.

Mrs. Margaret Marshall, Huntington Business University, Huntington, Indiana.

Miss Lodema Noggle, High School, Juniata, Pennsylvania.

Charles Wells, Strayer's Business College, Washington, D. C.

Florence Webb, Draughon's Business College, Tulsa, Oklahoma.

Lucyle Holt, High School, Marlinton, West Virginia.

Miss Ernestine Fields, High School, Paris, Kentucky.

W. B. Pearson, High School, Hattiesburg, Mississippi.

TEACHERS OF ISAAC PITMAN SHORTHAND WANTED

Teachers of Isaac Pitman Shorthand are wanted in all sections of the country. Many requests are on our files at all times. There is no charge for placing you. Register at once stating your qualifications, experience, salary desired, etc. Particulars of our Free Correspondence Course offered teachers sent on application. **ISAAC PITMAN & SONS**
2 West 45th Street New York, N. Y.

100% INVESTMENT 100%

A Home Study Course in
ACCOUNTANCY
leading to the degree of
MASTER OF ACCOUNTING
For catalog write
COLLEGE PROFESSIONAL ACCOUNTING
(Try Dr. Newsom's weekly CPA tests) 1858 Inglewood Terrace
Washington, D. C.

Bookkeeping Free

First lesson in Bookkeeping and Accounting.
Send for it.

THE COMMERCIAL SERVICE AGENCY,
P. O. Box 618 ST. LOUIS, MO.



Train for Commercial Teaching At the Rochester Business Institute,

WHERE you will find the highest standards of instruction in teaching the commercial branches available in commercial teacher training schools in this country. The instructors here know how to prepare commercial teachers for efficient work both in high schools and in private commercial schools. We do not conduct a teachers' agency but we recommend and place all graduates and are overrun with calls we are unable to fill. Send a postal card for our Teachers' Bulletin and circulars.

ROCHESTER BUSINESS INSTITUTE, Rochester, N. Y.

POSITIONS OF ALL KINDS FOR TEACHERS

Never were the opportunities better. Many attractive places for choice teachers now open. We assist teachers of shorthand, bookkeeping, salesmanship, type-writing and penmanship to better positions paying higher salaries. Choice positions for qualified teachers. Write for our **FREE** literature and one of our application blanks. Address:

CO-OPERATIVE INSTRUCTORS' ASSOCIATION, 41 Cole Bldg., MARION, IND

Attractive Positions For First-Class Commercial Teachers

We now have on file some splendid openings for commercial teachers, some of them to be filled now and others in January. If you are out of employment or dissatisfied with your present position, we may be able to get you just what you want. Possibly you will not be available until the beginning of the second semester. By enrolling with us now, you can get the refusal of the very best positions available for the mid-term. Free enrollment.

CONTINENTAL TEACHERS' AGENCY
BOWLING GREEN KENTUCKY

GO TO CHICAGO



Leaders in commercial education will attend the Federation meeting in Chicago, December 26-29. Some fine positions for commercial teachers will be listed with us there. See us at our exhibit space in Hotel Sherman. In any case, write us your needs for 1923, so we may plan in advance to help you.

THE SPECIALISTS' EDUCATIONAL BUREAU
ROBERT A. GRANT, President, ODEON BLDG., ST. LOUIS, MO.

Teachers Wanted

Penmanship or Commercial. Fine Salaries.

NATIONAL TEACHERS AGENCY,
Philadelphia, Pa.

Pittsburgh, Pa. Syracuse, N. Y.
Indianapolis, Ind. Northampton, Mass.

ADVERTISING A BUSINESS COLLEGE

After you read this article by our general manager, Harry M. Basford, in this issue, write us about your own advertising. We can furnish everything you need to make your advertising pay—Copy, Drawings, Cuts, Printing, Syndicate Folders, Mailing Cards.

National Advertising Service Co.

School Advertising Specialists

1424 Lawrence St. Denver, Colo.



SALESMANSHIP

Helps for Teachers and Students

By M. N. BUNKER

President, The Peoples College, Ft. Scott, Kansas

There is an old story of two pilgrims who set out to climb a high mountain in search of rare treasure that was supposed to be hidden at the very top. Hour after hour they climbed over stones and rocks that bruised their feet, but slowly traveling upward. High noon came, and they were abreast, and so they continued until the sun had traveled half of its remaining course to the west. Then, almost at the very top they were stopped by a chasm so deep that they could not even see the bottom, though they peered over the edge with anxious eyes.

But they could see nothing, neither could they hear the dropping of those stones which they cast into the chasm. At a loss for a means of crossing the two pilgrims conferred together, and the one urged that they could go no further, and dropped discouraged on the edge of the cliff, ready to die. The other was equally determined to keep on. "I must go on," he said, "even though it cost me my life." So, going back some distance from the edge of the chasm, he made a running leap, and caught just on the further edge. With his last remaining energies he grasped on overhanging shrub and pulled himself to safety. Then he too stretched himself exhausted and filled with delight in his heart that he could still go on.

This pilgrim was in his heart a real salesman, and when he reached the top of the mountain, and found the treasure, his friends would doubtless say that he was "Lucky," just as men and women say today of the man or woman who succeeds that they are "Just Lucky."

But that pilgrim was not just lucky, and there is not a young man or woman, starting in school, today but may climb to the very top.

He did not just think that he wanted to make good. He said in his own heart that he would get somewhere, and though his present position was not his goal then, he has made it.

If there is one single thing that young salesmen need to learn it is to keep a stiff upper lip, and go after business.

In the May issue of "How to Sell—and What" the editor presented a number of replies to this question. "What Was Your First Sale and How did You Make It?" One of these is so pertinent to the success of beginning salesmen that every one should read it. The writer says he commenced selling when he was fifteen, and relates his first experience. "By the time I reached my territory all the starch in me was gone. I sure was a scared kid. I walked up and down in front of one of the houses, trying my best to get up courage to go up to the door and push the bell. I made several false starts but never quite got there. There was

an old man watching me from across the street. He stood there for quite a while and then finally he came over to my side of the street.

"What are you selling, kid?" he asked.

I told him.

"Well, what's the matter? You can't sell it to anybody unless you tell 'em about it." With this he grabbed me by the collar and the seat of the pants and hustled me up the steps of the nearest house. He rang the doorbell and scooted down the stairs, leaving me standing there scared to death."

The boy made the sale, and is today Sales Manager for a manufacturing company selling through salesmen.

Until his death two years ago, Charles Noel Douglas had been lying flat on his back for probably twenty years. He could not turn over without help, but in spite of his physical incapacity he sold an idea to more than one million people who knew him as "Uncle Charlie." Yet he did not have a dollar to commence with, and for several years lay under a tin roof, in an attic, of a charity hospital. But he never gave up. He was down, but he never was out, and besides building up his juvenile organization compiled a reference book of several hundred pages that was used in the House of Representatives as the best publication of its kind in existence.

There have been many similar cases. Many well established business, built on service to the public, are controlled and managed by men and women physically unfit, while every successful man has come to the place where he could not go ahead—and has taken the running leap.

The man who succeeds must go ahead. No first prospect was so severe that he could not be met, and hesitation merely increases the bogey of Fear. The average human is truly human at heart, and the fellow who tries is given a hearing and a chance to prove himself.

But don't quit. A. S. M. Hutchinson in his recently popular novel "If Winter Comes" touched the key-note. Though winter comes, SPRING IS NOT FAR AWAY. The next prospect may mean—will probably mean—a sale. And this prospect you think you cannot sell, may still buy if you buckle in and do your best selling.

It's the fellow who make the running leap who climbs for fortune. Go!

The big salaries are not mythical, but are actually paid in good American dollars to those men who are able to produce the orders. It is these orders that are the chasm for the majority of young salesmen, but it is not such a chasm that it cannot be crossed. I doubt very much if there is a single man drawing from \$5,000 to \$10,000 a

year today who has not come to the place where everything looked black. The entire future promised failure, but when that time came the fellow who wins is the one who took the running jump.

The Sales Manager of one of the great houses in Chicago, using several hundred salesmen, tell this story of a young man who did not have a chance. For the occasion of this story we shall call him Fritz, for it was before the war, and he was a German lad. About two months after reaching this country, and with only a very limited vocabulary Fritz applied to a General Field Manager, managing a crew of house to house salesmen. Simply because the G. F. M. was busy he added Fritz to the crew, and for a week the young man did not make a sale. The other fellows laughed at him, and the G. F. M. even suggested that he quit. But Fritz said he thought he'd like to stay. He figured that if another salesman could go with him for a few days he would not make a bad showing, so Fritz and the Manager worked together for a week. Then they let Fritz go it alone. The next week he sold an average of one customer a day, or something like one-fourth of what the next poorest man did, but Fritz kept on, gaining a little some weeks and losing a little on others. The home office maintained competitions, and finally Fritz set out, without taking any brass band along to win. The other salesmen sat and talked it over, and compared notes, but Fritz kept still, and won a prize. Within two years he had a crew of men of his own, and today is second vice-president of the concern.

There was every opportunity in the world for him to quit. His fellows made fun of him, his employer suggested that he could not make good, but the thing that counts is that Fritz dug in and made good, and today ranks among those same men, some of whom are still in the organization.

LOMAX

(Continued from following page)

mental things to accomplish in the vocational training of our high school boys and girls:

- (1) To assist them in making an occupational choice.
- (2) To assist them in preparing for the occupational choice.
- (3) To assist them in entering upon the occupational choice. (The problem of placement.)
- (4) To assist them in making progress in the chosen occupational choice. (The problem of follow-up or employment supervision.)

The CONTINUOUS educational process running through all four fundamentals is vocational guidance.

B. C. Beetham of Link's Business College, Boise, Idaho, in sending another club of subscriptions writes as follows: "Am getting very good results in penmanship this year and expect to use the BUSINESS EDUCATOR as my assistant. Will try for 100 Certificates this year."



Practical Vocational Guidance

PAUL S. LOMAX,

Director of Commercial Education, Trenton, N. J.

"test" of their classroom instruction in the occupational experiences of their former students.

This procedure will provide a continuous survey or perpetual inventory of junior and senior commercial occupations within a community from which the commercial teachers will receive real and direct benefit, and which will have great advantages over the periodic survey or annual inventory (usually much less frequent than that or not at all) the results of which frequently fail to become a really effective part of the working program of the school. The new knowledge fails to replace old practice, because the teacher has not been sufficiently exposed to the new order of things.

I cannot see how our commercial education can become really vocational, really most helpful in the occupational experiences of our students, until commercial teachers are required to do a certain amount of employment supervision, as definitely arranged with the business men of the city. One of the greatest virtues of high school part-time work, to my mind, is the fact that its success depends upon an efficient placement and follow-up organization, and hence tends to compel school systems to establish an efficient vocational guidance service.

In the follow-up work two main considerations which need to be kept in mind are:

- (1) To help the worker to overcome any serious difficulties in the application of his commercial education to the requirements of his new position.
- (2) To assist the worker to see his possible lines of promotion and advise him relative to additional special educational courses which may be needed and where such courses can be obtained.

Thus you will guide the worker in realizing his occupational choice for which you have trained him and in which the worker is striving to make progress. All this, of course, is done, if it is done at all, with the full knowledge, understanding and cooperation of the concerns in which the students may be employed.

The problem of employment supervision, as it concerns the commercial teacher, is not alone a problem of the worker, but also a problem of the employer. Business men, however, are more and more adopting definite educational policies within their concerns. They appreciate with increasing faith that the problems of efficiently trained personnel involves two kinds of education: (a) school education and (b) employment education, for the successful solution of which the cooperative efforts of both school and business men and women are required. Vocational commercial education will tend to be an unrealized dream in any community until such cooperative efforts are made possible.

In conclusion, may it be burned upon our teaching consciences that we as commercial teachers have four funda-

(Continued on preceding page)

The commercial teacher's deepest interest should center in the student, not in the subject. He should teach book-keeping, for example, not alone for the sake of the subject but far more for the "vocational guidance" of the student arriving at an occupational choice or in preparation for the choice. To do this the commercial teacher should never be satisfied with bare treatment of topics of subject-matter, but should clearly apply the subject-matter to definite uses in the differentiated work-a-day world, as the topic of the cash account applied to the work of a store cashier and the topic of the payroll form and mathematics applied to the work of the payroll clerk. The class should see the "occupational user" of each topic discussed, wherever such is possible. To the student who has yet to make an occupational choice in the bookkeeping field, this is vocational information of the most practical sort; to the student who has made a choice in the bookkeeping field, it is vocational preparation of the most helpful kind.

It is this practical use of each topic of subject-matter which the commercial teacher in part-time work must be able to show, for the part-time student's task is to be able to apply his classroom instruction to the problems of his office or store employment.

The fundamental trouble with our commercial education today is that we have too many successful teachers of mere commercial subjects but too few successful teachers of commercial workers. When the commercial teacher begins to bring his teaching home to real occupational situations and needs, he begins to function in vocational guidance.

The commercial teacher who functions in vocational guidance should know not only requirements of particular occupations but also educational opportunities in the way of higher and special schools, libraries, museums, business and trade magazines and certain business organizations with excellent corporation schools. While I believe that all eleventh and twelfth year commercial courses should be preparatory in nature and that all students who will graduate to enter employment directly should have definite immediate vocational objectives in mind, such students should never be trained for immediate objectives without knowing definitely the lines of promotion or avenues of growth which will lead to ultimate objectives, the additional education in day or evening schools which will be necessary, and where such needed education can be had. This is particularly true of part-time students who are usually rotated in highly specialized, routine, stepping-off positions,

which are not big in themselves but big in their possibilities with regard to advancement outlets.

The commercial teacher should be familiar with the junior employments of those students who work after-school hours, Saturdays and during holidays and summer vacations. Often a considerable number of students are thus employed. Obviously classroom instruction should be directly related to the employment needs of these boys and girls. Valuable vocational information and preparation can go hand in hand to the mutual benefit of all class members. By skillful guidance and proper training many junior commercial employments will open up into promising senior employments.

The commercial teacher, in functioning as a vocational counselor, should never hesitate to call upon well-qualified business men in any special line of employment for expert occupational information and advice on behalf of any individual student. The teacher should serve as an agency in bring to the benefit of the students the best vocational counsel of the community. I believe that the services of an Advisory Board of Business Men should be available for the guidance and profit of every commercial department. Certainly such a board is essential for the best success of part-time work.

The function of follow-up of placement, or employment supervision, is to give guidance to the students during the critical and perplexing period when they are becoming adjusted to their first jobs. It is not enough that we commercial teachers simply give our students a business education; we must see to it that the business education really functions in their occupational experiences. Now we cannot do that by bidding the graduate or drop-out student "good-bye and good luck" at the school door, and leave him to flounder in that critical experience of occupational adjustment in the business world. We must make provision for supervised work the same as we are doing for supervised study. It is indeed high time that school administrators and commercial teachers recognize the need for definite and systematic follow-up of establishments with reference to (a) commercial graduates and (b) commercial drop-outs to determine the strength and weakness of their commercial education. Not examination but "jobs" test the vocational worth or effectiveness of classroom instruction. Commercial teachers, especially of the strictly occupational subjects, such as bookkeeping, typewriting, shorthand and retail salesmanship, should be required as a part of their regular teaching schedule, to do a given amount of follow-up work in commercial establishments to see the

ILLUMINATING AND ENGROSSING

P. W. COSTELLO
Scranton, Pa.

The following is a brief description of the accompanying illuminated testimonial recently presented to the Premier of England at his quarters in Downing Street, London, by a number of his fellow countrymen in Pennsylvania.



A combination of the following colors was decided upon for use throughout the entire design after the layout was made in pencil: Vermillion, Crimson Lake, French Blue, Brown, Green, Gold and Yellow. The size of the actual work was about 18x24.

The portrait was executed in color from a photograph, and gave very general satisfaction to every one concerned. The laurel wreath surrounding the portrait and the Welsh national design at the base of the work was in green and gold, using the latter for the berries. The cartouche forming the frame for the portrait was executed in various shades of brown, as was the trailing ornament throughout the entire border. The background of the trailing ornament was worked up in crimson lake and dark green, studded with burnished gold dots throughout. Within the ornament the background alternated in crimson lake and green, but outside of the ornament to the narrow band enclosing the border, crimson lake alone was used throughout. The narrow bands of the border was in light green and the dots in burnished gold. All outlining of border was in black done with a No. 4 Soenneken pen. All ribbons were executed in crimson lake.

The American Flag and English Unoin Jack were done in their natural colors of red, white and blue, the sunburst in gold, yellow and orange.

The dragon in the circle at bottom of design in red on a white and green field, coupled with Welsh motto from the design of the Welsh national flag.

The text or body lettering of the testimonial was done in colors that are used in the border. While the lower case letters are Old English in character, it will be noted that Old English caps have been eliminated entirely, and medieval substituted, giving a much more artistic appearance to the work in general.

A MASTER PENMAN

always commands a better salary. Our home study course will qualify you, and our Service Department will help you. Master of Penmanship (M. Pen) conferred. Write,

CHAS. W. MYLIUS,
Peaplee College Fort Scott, Kansas

Lincoln Oblique Holder, 1 for 35c,
4 for \$1.00. Send for Circulars.
E. F. RICHARDSON, Buffalo, Kentucky

Lessons by Mail, Written Cards PLAIN OR ORNAMENTAL

35 cts. per dozen. Stamp for particulars.
LESLIE E. JONES Elbridge, N. Y.

H. J. WALTER, Penman

Studio No. 2, 313 Fort St., Winnipeg, Canada
ENGROSSING and Penwork of every description.
Illuminated Addresses, Diplomas and Certificates
filled, Script for Business Colleges and Commercial
Advertising.
Business Penmanship by Correspondence Course
Written Visiting Cards, 3 doz. \$1.00. YOUR NAME
in choice Illuminated Script, \$1.00.
I am confident I can please you.

XMAS CARDS!

YOUR NAME written in gold on 12 classy Xmas
cards, 35c. Something NEW. One dozen finest
white cards and GENUINE LEATHER card case,
50c. Particulars and specimens, 2c. Send early and
avoid the rush.
CARDWRITERS and PENMEN! Send 10c for
samples of all kinds of blank XMAS CARDS—Bird
Flourished, etc.
F. N. LAWRENCE, Box 411, Portland, Indiana

ROSS MAGILL, Penman GARNETT KANSAS

Beautiful, handwitten calling cards—
White 25c) Per State whether large,
Colored 35c) medium or small
Mixed 30c) doz. writing is desired.
Also flourished design cards 5c each, with name.
A trial will convince and please. GET ORDERS
IN EARLY for Christmas.

FLOURISHED ENVELOPES Very Ornamental and Attractive

Different designs of birds, quills, scrolls, etc.,
all the same name and address, or different
ones if desired. Full of grace and beauty.
Envelopes furnished. Dozen.....\$1.25
Flourished Birds, large designs. Each.....60c
Flourished Eagle, large design, suitable for
framing; size 17x28. Price.....\$4.00
Keep your eye on my new designs. They
will surprise you.
Flourished Cards—Handsome specimens of
off-hand flourishing, such as birds, swans,
scrolls, etc., all fresh from the pen, with
name. Dozen.....\$1.00
Have your name written in a variety of
fascinating styles on one dozen various col-
ored cards, embellished with white ink, for
only 40 cents.
Send 10 cents for generous specimens.

ARTHUR P. MYERS, Artist and Expert Penman
963 EAST MARKET STREET, YORK, PA.

HIGGINS' ETERNAL INK-ENGROSSING INK WRITES EVERLASTINGLY BLACK



THE ETERNAL INK is for gen-
eral writing in plain or foun-
tain pens.
THE ENGROSSING INK is for
special writing, engrossing,
etc.
These inks write black from the
pen point and stay black forever:
proof to age, air, suoshine, chemi-
cals and fire.
At Dealers Generally
CHAS. M. HIGGINS & CO., Mfrs.
271 NINTH ST. BROOKLYN, N. Y.



There are many penholders on the market; but the MAGNUSSON PRO-
FESSIOAL is the only penholder that has won its reputation on its own merit for
ornamental writing. The thin stem which is so desirable cannot be made success-
fully with an automatic lathe, therefore they are HAND MADE of selected rosewood. (Look for the
brand.) The A. "Magnusson Professional" hand turned holders are adjusted specially for penmanship.
8 inch plain, each 35c; 8 inch inlaid, 75c; 12 inch plain, 75c; 12 inch inlaid, \$1.35.
A. MAGNUSSON, 208 N. 5th STREET, QUINCY, ILL.

Professional Penmen

Leslie E. Jones, Elbridge, N. Y., Busi-
ness and Ornamental Writing.

A. W. Anderson, Redlands, Calif.,
Cards, Flourishing, etc. Sample 25c.

**Burt Kelley, 833 Smith St., South
Bend, Ind.,** Mail Courses Penman-
ship and Card Writing. Samples 25c.

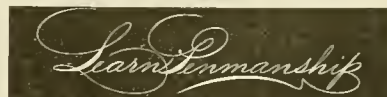
C. C. Oursler, Card-Writer, Oblong, Ill.
Generous samples and card case, 25c.

**Adolph O. Ambrose, Card Carving Ar-
tist, Janesville, Wis.** Sample, 15c.

**Paul H. O'Hara, Maury High School,
Norfolk Va.** Courses as follows:
Business and Ornate (Mills' style).
Roundhand, Lettering, Rowe Bk. and
Acety. Extension course. All sets.
High standards. Investigate.

**D. A. O'Connell, Penman, LeSueur,
Minn.** Signatures a specialty. Sam-
ples 20c.

(Your name in this column will cost only a
small sum. Ask about it.)



Don't be ashamed of your writing. Persons receiving my
simplified instructions are amazed how quickly they be-
come expert penmen. Let me make YOU an expert.
Your name written on card and full details free. Write today.
A. P. MEUB, 2051 N. Lake Ave., Pasadena, Cal.



That oft abused word "BEST" is the only applicable
one when applied to my Four Inch Holder. **BUY ONE.**
You will be convinced that it is Unequaled, and you will
never use a long, unhandy, poorly adjusted, easily broken
holder again. Prices quoted on request.

R. C. KING
701 Metropolitan Life Bldg. Minneapolis, Minn.

BEAUTIFUL CARD CARVING AND GOUGING

12—Assorted Designs\$1.00
6—Handsome Specimens50
Sample Card15
Complete Outfit, everything necessary
for doing the very best work.....7.15

Blank cards always on hand.
Particulars on request.

ADOLPH O. AMBROSE
Card Carving Artist
111-113 N. Main St. JANESVILLE, WIS.

GRAND CHRISTMAS OFFER

70c. Worth of Artistic Peowork for only 35c.
One half dozen large fine quality cards, with Merry
Christmas 1922 and your name written in our best orna-
mental style.
One-half dozen pen-flourished cards, all different de-
signs, with Merry Christmas, name and year finely let-
tered in.
One large flourished Christmas Card, bird design—
postal card size—with name, etc., inserted.
This whole lot only 35c, postpaid; value 70c.
Limit: One offer to a customer, 1c, and 2c, U. S.
stamps received. Luper, Mills and Palmer highly com-
mend our work. Order early.

F. E. PERSONS,
400 Forest Avenue BUFFALO, N. Y.



ROUNDHAND for BEGINNERS

Copy and Instructions by

E. A. LUPFER, Zanerian College of Penmanship
Columbus, Ohio

Remember the movement used in Roundhand is slow and careful, not like the free hand type of writing. Make the hair-line upward strokes as careful as you make the shades. Too much speed destroys accuracy. In the beginning we want accuracy.

No. 1. From the oval a great many letters are made. It is the foundation for all of the letters in this lesson. It is given for study rather than practice.

No. 2. You can see a similarity between the oval and i or under turn by studying the dotted lines.

No. 3. Practice upon this exercise after you have a mental picture of No. 1 and No. 2. At first you can make them a half inch high, then make them a quarter of an inch high. Begin the shade with a hair-line and do not put on full pressure until below the center. Pick the pen up with a quick motion at the base line.

a. Make a line of this exercise, watching the location of the shade.

b. Graceful at the bottom.

No. 4. Study this illustration. The o is much like the w. The turn at the

bottom and the finish are practically the same.

No. 5. You should study this letter very carefully before trying to practice it. You should then work systematically.

a. See that sides curve evenly.

b. Get top and bottom evenly rounded.

c. See that shade is not too high.

Nos. 6-7-8-9. The c and e are practically the same in every way with the exception of the top. Care must be used to make a distinct dot and not to let it come down too far. The top of the c and the top of the e are made downward. See that you get a dainty light shade at the top of the e.

Nos. 10-11. No. 10 shows you the difference between the first part of a and the o. The upward stroke of the a is made rather straight to fit along the side of the straight second downward stroke. Make a line of a's watching one thing, and then make another line trying to improve some other point.

a. Watch inside space of oval.

b. Get turns even.

c. Get shades even in left.
Nos. 12-13. The shade on the r is the same as c and e and other circular letters.

a. Be particular with the dot.

b. Get the top straight.

c. Do not curve downward stroke too much.

Nos. 14-15-16. The s is made from the right side of the oval shaded. It should make a good inverted c. Study the white space on the inside of the letter. It should be about as wide at the top as it is at the bottom. After making one line of s's compare them with the copy to see if there is a part which you could improve.

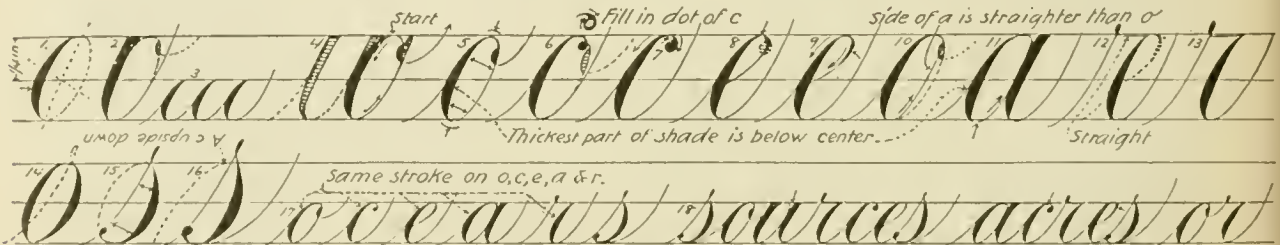
a. Curve up stroke gracefully.

b. Watch shape of shade.

c. Make dot carefully.

No. 17. After you have succeeded in making good letters one-half inch high try them one-fourth inch high. Make line after line of a single letter. Haphazard practice will not benefit your writing. It is by concentrating on one thing at a time which will bring the best results in the quickest possible time. The idea which is kept in mind in preparing these lessons is to make the student observe, to form good ideals of letters, and practice systematically.

No. 18. We have here only three words. You should select other words containing the letters in this lesson and practice upon them. Success and a Merry Christmas to you.



ELLIOTT SHIELD

A Keyboard Cover for teaching Touch Typewriting. 35c each, postpaid.

A. E. ELLIOTT, Box 579, Cincinnati, Ohio

A Business of Your Own

No position or profession in the world offers you the opportunity or advancement of the money-making possibilities unless you "are your own boss." No one ever became rich working for the "other fellow." Did you ever know a wealthy penman? I can show you how to make some "real money" if you want to make it. My literature is yours for the asking.

C. F. BEHRENS, Consulting Chemist
P. O. Box 573 Cincinnati, Ohio

FOR SALE

Library of Commercial Education.

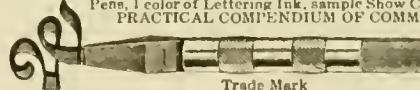
AS several business schools are now offering advanced courses, they may feel the need of additional texts in their library for research purposes. Such should be interested in one or more of the divisions of my library. Write for lists, specifying subjects: 1. Arithmetic. 2. Bookkeeping. 3. Business English. 4. Penmanship. 5. Shorthand. 6. Typewriting.

HORACE G. HEALEY

120 East 184th Street NEW YORK CITY

A PROFITABLE VOCATION

Learn to letter Price Tickets and Show Cards. It is easy to do RAPID, CLEAN CUT LETTERING with our improved Lettering Pens. MANY STUDENTS ARE ENABLED TO CONTINUE THEIR STUDIES THROUGH THE COMPENSATION RECEIVED BY LETTERING PRICE TICKETS AND SHOW CARDS, FOR THE SMALLER MERCHANT, OUTSIDE OF SCHOOL HOURS. Practical lettering outfit consisting of 3 Marking and 3 Shading Pens, 1 color of Lettering Ink, sample Show Card in colors, instructions, figures and alphabets prepaid \$1.00



Trade Mark

THE NEWTON AUTOMATIC SHADING PEN COMPANY, DEPT. B., PONTIAC; MICH., U. S. A.

Number 920 Radio Pen — one of the twelve most popular pens in the world

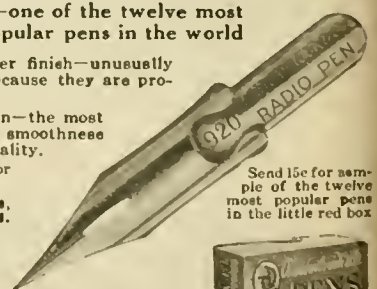
Esterbrook Radio Pens are triple-plated, with silver finish—unusually smooth in action on any paper, and long-lasting because they are protected against the corrosive action of the ink.

No. 920 Radio Pen is shaped like the Esterbrook Falcon—the most popular steel pen in the world. It is preferred for its smoothness and long life by many who demand exceptional pen quality.

Choose from the dealer's display case, order by number for safety's sake, and buy by the box—it is red.

The Esterbrook Pen Mfg. Co. 92-100 Delaware Avenue, CAMDEN, N. J.
Canadian Agents: Brown Bros., Ltd., Toronto

Esterbrook PENS



Send 15c for sample of the twelve most popular pens in the little red box



BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

The Problem of Proof, Especially as Exemplified in Disputed Document Trials. By Albert S. Osborn, Author of "Questioned Documents." Published by Matthew Bender & Co., New York and Albany. 1922.

A book of value for any one who goes into court to prove or attack a document from the standpoint of Handwriting, Typewriting, Inks, Paper, etc. The penmanship teacher who is occasionally consulted about questioned handwriting and appears in court as a witness and who is ambitious to give a thorough, scientific, professional quality to this work and become a convincing witness will find that "The Problem of Proof" will assist him in many ways. Not only does it suggest and inform but also cautions and restrains.

The titles of many of the chapters are a sufficient index to their contents and indicate how valuable they may be to a conscientious student of this work. Some of these chapters are: "Errors in the Identification of Handwriting;" "The Disputed Document Problems;" "Cross-examination from the Standpoint of the Witness;" "Uninformed Expert Witnesses, also Perjurors and Charlatans;" "Handwriting Testimony by Lay Witnesses;" "Anonymous Letters and the Law;" "Disputed Typewriting Problems."

In this book technical subjects are discussed in a plain, untechnical way, and every page sparkles with thoughts and ideas whose soundness and vitality brand them as the children of wide experience and high technical ability. The writer is a master of clear, forceful expression; illuminating figures of speech and convincing climaxes. Suggestion, information and criticism are all used in a most skillful manner, and many points are driven home by an ingenious humor. Although technical, it reads with the interest of romance.

ELBRIDGE W. STEIN,
Philadelphia, Pa.

Individual Promotion Method for Teaching Grogg Shorthand, by Chalmers L. Brewbaker, Y. M. C. A., Baltimore, Md. Published by the author.

This is a supplementary text for shorthand students. It contains exercises on each of the 20 lessons in the textbook. There are also numerous reviews consisting of words and sentences to be written by the students.

The author states his purpose in writing the book to be to devise a method by which shorthand can be taught to individuals as successfully as bookkeeping is taught, so that in a school where students are entering every day or two, each student can proceed as rapidly as he is able and at the same time the teacher will have a check on the work.

CLUB CHAT

C. B. Bloom of the Canoe Township School, Rossiter, Pa., sends us a number of subscriptions from his students.

Miss Electa M. Button sends us a nice club of subscriptions from the Marple-Newton High School, Newton Square, Pa.

G. W. Kopp, Head of the Business Training and Accounting Department, Blinn Memorial College, Brenham, Texas, has been using the *BUSINESS EDUCATOR* in his classes for several years. This year at the beginning of the term he sent us a club of 41 subscriptions.

A. C. MacGregor, Woodstock Baptist College, Woodstock, Ontario, sends in a good list of subscriptions, including six for the Professional edition. This is an indication that teachers and students in Canada are much interested both in Penmanship and Commercial education.

J. D. Rice of the Department of Penmanship, Chillicothe, Missouri, Business College, sent us a list of 130 subscriptions to the *BUSINESS EDUCATOR*. Mr. Rice reports that their attendance is larger than last year, and the outlook for a large school is very encouraging.

John R. Eye, who is in charge of Penmanship in the Dunsmore Business College, Staunton, Va., began the year by ending us a club of 34 subscriptions. Every teacher in this school is now a subscriber to the Professional edition and about half of the students are subscribers to the Students' edition. Last year 73 students in this school won Zaner Method Certificates, and this year they hope to make it 100%.

A. M. Hinds, the efficient Supervisor of Handwriting of the Louisville, Ky., Public Schools, has popularized the supervision of handwriting to the extent that he has been given an assistant in the person of Miss Lillie B. Foell. Miss Foell is also a very enthusiastic teacher of Zaner Method Writing. Supt. Z. E. Scott of the Louisville Schools is in thorough sympathy with the penmanship work that Mr. Hinds and Miss Foell are doing, which helps to enable them to secure such excellent results in handwriting.

Fred P. Myers, Principal of the Indiana, Pennsylvania, Business College began the year by sending us a club of 40 subscriptions to the *BUSINESS EDUCATOR*.

J. F. Sterner of Heald's Business College, Sacramento, Calif., added 100 copies to the club of subscriptions he has been receiving, making a total of 220 copies of the October number sent him.

B. C. Beetham of Link's Business College, Boise, Idaho, sends us a club of 35 subscriptions written in a beautiful semi-ornamental style such as few men are able to write these days. With such a teacher certainly his pupils should make splendid progress in penmanship.

L. E. Edgecomb, Principal of the Cortland, New York, Business Institute, writes "Everyone of my classes won the B. E. Certificate last year and I expect them all to win this year." To make certain that they do, Mr. Edgecomb sent in a list of 22 subscriptions to the *Business Educator*, and states that he will have more to send very soon.

E. G. Guyton, teacher in the Blue Ridge College, New Windsor, Maryland, recently sent us a list of twenty-one subscriptions for the coming year.

L. C. McCann, President of McCann School, Reading, Pa., begins the year with a club of 30 subscriptions. Mr. McCann is well known as a penman and business school man, and it is gratifying to us that he finds the *BUSINESS EDUCATOR* so well suited to the needs of his students.

E. E. Brownell, Principal of Gilroy, California, High School, is another California teacher who believes in giving his students the benefits of reading the *BUSINESS EDUCATOR*. An order for thirty copies of the *BUSINESS EDUCATOR* each month to be sent to the school was received from him recently.

H. C. Olson, President of Parsons Business College, Parsons, Kansas, recently celebrated the 31st anniversary of the school, and the 25th anniversary of the connection of Mr. Olson with the school. The Parsons Daily Sun of October 31st gives a column write-up to the affair, which was enlivened by entertainment provided by present and former students.

Miss M. A. Kruse of Morrison, R. Waite High School, Toledo, Ohio, sends us a club of 264 subscriptions to the *Business Educator* for the use of pupils in that school. Miss Kruse used the *Business Educator* in her schools last year, and the results were so satisfactory that she is using the magazine again this year. This is one of the largest clubs we have so far received.

20th Century Bookkeeping AND Accounting



Writing and Illuminating and Lettering

By EDWARD JOHNSTON

This work is remarkable for the way in which its subject seems to be developed inevitably. The reader is shown the essentials of form and spacing, and the way is opened out to all who will devote practice to it to form an individual style by imperceptible variations from a fine standard.

Generally, the author has attempted to plan this work as a "guide" to models and methods for letter-craftsmen and students—more particularly for those who cannot see the actual processes of writing, illuminating, etc., carried out, and who may not have access to collections of MSS. Most

of the explanation is of the most obvious, but that gives it more nearly the value of a practical demonstration.

The simple language, together with the numerous illustrations, combine to make this work exceptionally useful to all who desire to learn about this interesting craft.

" * * * This book belongs to that extremely rare class in which every line bears the impress of complete mastery of the subject. We congratulate Mr. Johnston on having produced a work at once original and complete." — The Athenaeum.

Eleventh Edition, 512 pp., 227 illustrations, eight pages of examples in red and black, 24 pages of colortype reproductions. Price, \$3.50

ISAAC PITMAN & SONS, 2 West 45th Street, NEW YORK

The Last Word on Business English in General and on Business Letter Writing in Particular

Business Letter Practice

By JOHN B. OPDYCKE

First Assistant, Department of English, Theodore Roosevelt High School, New York City

With an Introductory Symposium by Four Prominent Captains of Commerce

TYPICAL COMMENT

"It is exceedingly complete and essential. Certainly anyone who is interested in better business letter-writing needs a copy of this book."—**John M. Arent, Chairman, English Department, Julia Richman High School, New York, N. Y.**

"The immense amount of information which this book contains is certainly put together in an extremely interesting and instructive manner. I believe every man or woman who writes, or intends to write, business letters would be more than repaid for the money spent in purchasing this book and for the time employed in carefully studying it."—**Dr. Edward H. Eldridge, Simmons College, Boston, Mass.**

"There is a wealth of good letters presented for study and for dictation purposes, and many problems

are presented which will stimulate the composition of business letters. There are articles by commercial and industrial leaders and a business letter lexicon. The book is also a ready reference work on credits, collections, sales, claims, etc., and it is all interestingly presented."—**The Boston Globe, Boston, Mass.**

"The instruction given is sound in psychology and might well be studied by writers of a more literary purpose."—**New York World.**

"Many excellent features. * * * A work that will be of real service in any business office. * * * It will instruct the stenographers and those who direct them, as well as those who dictate."—**Dry Goods Economist, New York.**

560 pages, cloth, gilt. Price \$2.50

SPECIMEN PAGES FREE

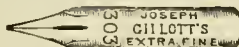
ISAAC PITMAN & SONS, 2 West Forty-fifth Street, NEW YORK

Gillott's Pens

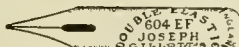
The Most Perfect of Pens



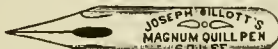
PRINCIPALITY PEN, No. 1



VICTORIA PEN, No. 303



DOUBLE ELASTIC PEN, No. 604 E. F.



MAGNUM QUILL PEN, No. 601 E. F.

GILLOTT'S PENS have for seventy-five years stood the most exacting tests at the hands of Professional and Business Penmen. Extensively imitated but never equalled, GILLOTT'S PENS still stand in the front rank, as regards Temper, Elasticity and Durability.

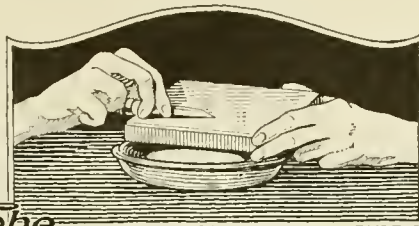
SOLD BY ALL DEALERS

Joseph Gillott & Sons

ALFRED FIELD & CO., Sole Agents

93 Chambers St.

NEW YORK



The Terry Engraving Co.

Engravers
Designers
Illustrators

Special attention given to
reproduction of Script and
Penmanship Copies

Columbus,

Ohio

PENMANSHIP SUPPLIES

Prices subject to change without notice. Cash should accompany all orders.

All goods go postpaid except those listed to go by express, you to pay express charges. Of course, when cheaper, goods listed to go by express will be sent by parcel post, if you pay charges.

PENS

Zanerian Fine Writer Pen No. 1.		
1 gr.....\$1.75	¼ gr.....\$.50	1 doz.....\$.20
Zanerian Ideal Pen No. 2, Zanerian Medial Pen No. 3,		
Zanerian Standard Pen No. 4, Zanerian Falcon Pen No. 5,		
Zanerian Business Pen No. 6.		
1 gr.....\$1.25	¼ gr.....\$.40	1 doz.....\$.15

Special prices in quantities. We also handle Gillott's, Hunt's, Spencerian and Esterbrook's pens. Write for prices.

Broad Pointed Lettering Pens.

1 Complete set (12 pens).....	\$0.35
½ doz. single pointed pens, 1, 1½, 2, 2½, 3, 3½.....	.20
(The pens most used by letters and engrossers)	
½ doz. single pointed pens.....	.15
½ doz. double pointed pens.....	.35
1 doz. single pointed, any No.....	.25
1 doz. double pointed, any No.....	.60

PEN HOLDERS

Zanerian Fine Art Oblique Holder, Rosewood:		
11½ inches.....\$1.25	8 inches.....	\$1.00
Zanerian Oblique Holder, Rosewood:		
11½ inches.....\$.85	8 inches.....	.75
Zanerian Expert Oblique Holder, 7½ inches:		
1 only.....\$.20	1 doz.....\$1.25	½ gr.....\$6.50
½ doz......75	¼ gr.....3.50	1 gr.....12.00
Excelsior Oblique Holder, 6 inches:		
1 only.....\$.15	1 doz.....\$1.20	½ gr.....\$5.50
½ doz......70	¼ gr.....3.00	1 gr.....10.00
Zaner Method Straight Holder, 7½ inches:		
1 only.....\$.15	1 doz.....\$.90	½ gr.....\$4.00
½ doz......50	¼ gr.....2.50	1 gr.....7.50

1 Triangular Straight Holder, 7¼ inches.....	\$0.20
1 Triangular Oblique Holder, 6 inches.....	.20
1 Central Holder, hard rubber, 5¾ inches.....	.25
1 Correct Holder, hard rubber, 6¾ inches.....	.25
1 Hard Rubber Inkstand.....	.55
1 Good Grip Penpuller.....	.10
1 Inkholder for Lettering.....	.10
1 All-Steel Ink Eraser.....	.60

Z. M. No. 9 PAPER

100 sheets, postpaid.....	\$0.50
1 package, 500 sheets.....	.85
(Not prepaid. Weight 6 lbs. Ask your postmaster what parcel post charges will be. Special prices on 50 packages or more.)	

INKS

Zanerian India Ink:		
1 bottle.....40c	1 doz. bottles express.....	\$4.00
1 bottle Zanerian Gold Ink.....		.25
1 bottle Zanerian School Ink.....		.20

CARDS

White, black and six different colors:		
100 postpaid, 30c; 500 express (shipping weight 2 lbs.),		
\$1.00; 1000 express (shipping weight 4 lbs.), \$2.00.		
Flourished Design Cards:		
With space for name. Two different sets of 12 each. Every one different.		
2 sets, 24 cards.....	\$.20	6 sets, 72 cards.....\$.40
3 sets, 36 cards.....	.25	12 sets, 144 cards......70

Write for new Penmanship Supply Catalog

ZANER & BLOSER CO., Penmanship Specialists, Columbus, Ohio



Announcing **Accountancy and Business Management**

A new publication in the field of bookkeeping texts that will interest every forward-looking, progressive teacher and school executive, the most important features of which are:

(1) An introduction to Bookkeeping at the beginning of the text, in which the fundamental concepts of accepted accounting principles and business operations are presented in an exceedingly simple and logical manner.

(2) The opportunity provided throughout the course of study for teaching by the class method when this method is preferred. The teaching plan is so elastic, however, as to permit the teacher to exercise his personal preference and judgment as to methods of presentation.

(3) A minimum use of the reference feature contained in the author's former works, with no references to topics other than those under immediate consideration.

(4) The separation of the material of the text into consecutive parts to correspond with the material in the laboratory practice units. Each part of the text and the accompanying practice unit can be completed in one semester in the high school, or in the equivalent of that time in commercial and other schools.

(5) The laboratory units are relatively short and can be completed in about one-half of a semester, or the equivalent of that time in the private commercial school. They contain fewer routine bookkeeping transactions, less detail and repetition in office practice matter and consequently fewer business papers and forms. Emphasis is placed upon principles and the more constructive features of accounting practice.

(6) The inclusion of lessons in business management based upon the transactions in the laboratory units. These lessons are really brief lectures on business management and administration which emphasize, as does the text, the ultimate aims of the study of accountancy and the more enduring educational benefits to be derived from it.

The first section of the text which contains the subject matter for the introduction to bookkeeping and which correlates with Laboratory Unit One is now available for examination. Laboratory Unit One will be ready in the near future, and the entire course will be available for introduction for the opening of school in September, 1923.

Requests for samples will be complied with in the order in which they are received.

The H. M. Rowe Co.

CHICAGO

BALTIMORE

SAN FRANCISCO

THE BUSINESS EDUCATOR

VOL. XXVII PROFESSIONAL EDITION, \$1.50 A YEAR

No. 5

January, 1923

PENMANSHIP
BUSINESS

ENGROSSING
EDUCATION

1923

Will Reward

You!

What Do You Deserve?

- F. BROWN, 1921 -

ZANER-BLOSER COMPANY
COLUMBUS, OHIO

Entered at Post Office, Columbus, Ohio, as second class matter.

Our New Model, the Quiet Remington, No. 12

*is the most satisfactory
typewriter for school use*

The quiet feature is as important in the schoolroom as it is in the business office—a most efficient help both to the teacher and the student.

The new Remington No. 12 has other decisive advantages. It is in every respect the *complete typewriter* for instruction purposes—with every Remington merit, every Remington improvement, every up-to-the-minute feature—plus the quiet action that the teacher and the student have always wanted.

*It speaks only in a whisper but will be
heard around the world*

REMINGTON TYPEWRITER COMPANY
374 Broadway, New York

Branches Everywhere

*A good typewriter deserves a
good ribbon. Use the Paragon
Ribbon—made and sold by us.*





ELLIS BOOKKEEPING

Journalizing Exercises, supplementary
Principles of Bookkeeping, for beginners
The Elementary Tablet Method of Teaching Bookkeeping, for first semester in high school, secretarial work, night school
The Intermediate Tablet Method of Teaching Bookkeeping, for second semester or to follow Elementary Tablet Method in any school
The Complete Tablet Method of Teaching Bookkeeping, a combination of the Elementary and Intermediate
Section 1 Ellis Industrial Bookkeeping, first year high school or short course in business colleges
Section 2 Ellis Industrial Bookkeeping, third semester in high school or advanced course for business colleges
Section 3 Ellis Industrial Bookkeeping, fourth semester in high school or advanced course for business colleges
The Ellis Method of Farm Accounting, a one-book plan that is usable
Ellis Farm Bookkeeping, a more pretentious course
Modern Banking, all bank books used but no vouchers
The Ellis Method of Home Accounting, household bookkeeping
Marshall's Method of Thrift Training, a personal income and expense record.

Write for descriptive circulars or samples of any of the above publications.

ELLIS PUBLISHING COMPANY
Educational Publishers Battle Creek, Mich.

Books for the Commercial Teacher

Ten Lessons in Bookkeeping

A brand new set for beginners, consisting of Bookkeeping, Banking and Business Practice. Just the thing for use in Shorthand Department.

Bliss Bookkeeping and Accounting

Consists of six sets, thoroughly covering Sole Proprietorships, Partnerships and Corporations. Complete new text.

Corporation Accounting

An advanced course requiring from six to eight weeks, completely covering the organization, the Bookkeeping and the Accounting of Corporations. Fifty illustrations.

National Dictation

With Pitman, Graham and Gregg notes.

Scientific Touch Typewriting

Every Typewriter teacher should examine this book. Hundreds of enthusiastic users.

Simplis Shorthand

Something quite different in a light line system of Shorthand.

Complete catalog explaining these texts mailed upon request. Examination copies sent to reliable schools.

THE F. H. BLISS PUBLISHING COMPANY
SAGINAW, MICHIGAN

The Reference Book of Accounts

by ROBERT J. McINTOSH, Certified Public Accountant

Third Edition—Revised—299 Large
Pages—Bound in Law Buckram—\$3.75

An Authoritative Guide

to accounting and systematizing for accountants, auditors, instructors, school and college libraries, students of accounting, executives, merchants—for all who are interested in accounting and the analysis and preparation of financial statements.

The Reference Book of Accounts is not a long course of tedious reading, but a digest of up-to-date accounting practice arranged in such handy form that many accountants, instructors, etc., keep it on their desks for ready reference in solving various problems as they arise.

"I particularly recommend to bookkeeping and accounting teachers, that they read and study this book, and that they in turn recommend it to their students, as it will give to anyone in the shortest possible time, a thorough knowledge of accounting as practiced by the largest and most successful companies, that otherwise would require years of experience and study of accounting theory."—H. E. VanCleaf, C. P. A.

SPECIAL OFFER. A copy of Reference Book of Accounts will be sent prepaid on 5 days' approval. A discount is allowed to schools.

METROPOLITAN TEXT BOOK COMPANY

Metropolitan System of Bookkeeping

New Edition, 1922

By

W. A. Sheaffer

You Will Like It. The text emphasizes the thought side of the subject. It stimulates and encourages the reasoning power of the pupil. Pupils acquire a knowledge of the subject as well as facility in the making of entries. It is a thoroughly seasoned, therefore accurate, text supported by complete Teachers' Reference Books, and Teachers' Manual.

Parts I and II text is an elementary course suitable for any school in which the subject is taught. Two semesters are required in High Schools and a correspondingly shorter time in more intensified courses.

Parts III and IV text is suitable for an advanced course following any modern elementary text. We make the statement without hesitation, that this is the most teachable, most up-to-date, and strongest text published for advanced bookkeeping and elementary accounting use.

Corporation-Mfg.-Voucher unit is bound in heavy paper covers and contains all of Part IV. It is a complete course in Corporation accounting including instructions, set of transactions, exercises, problems, etc. It is without doubt the best text for this part of your accounting course. List prices, Text, 120 pages, 40 cents. Supplies, including Blank Books and Papers, 95 cents.

EXAMINATION COPIES will be submitted upon request.

Texts for Commercial Subjects
37 SOUTH WABASH AVENUE

CHICAGO



A Normal School of Penmanship

THE Department of Education of the State of Ohio has approved the Course of Study of the Zanerian, and recognizes this school as a Normal Training School for Penmanship Teachers.

On the completion of the prescribed course of two years (six quarters) a Special State Certificate is granted without examination.

Write for the Outline of the Course of Study, and full information as to the granting of credit.

This approved Normal Course will begin June 11, 1923, and the first quarter will close August 31, 1923.

Zanerian College of Penmanship
COLUMBUS, OHIO.

Headquarters for Good Penmanship and Home of Zaner Method Writing

The Becker Writing Device

A Perfect Device for Position and Muscular Movement Writing

IT WRITES

and Detects Finger Movement Writing — No Guess Work



The Becker Writing Device

Differs from all other Devices in many ways. First—It gives a perfect position. Second—It does not cramp the fingers and is the only device one can flourish with, thus showing that it does not cramp the hand. It is the only **sure** muscular movement Device—in fact a genuine **detective**. When the Device writes (and it can write) it is muscular movement writing, and if it does not write, it is finger movement writing and you will know it. This Device was never advertised in any paper until it was thoroughly tested for one year in Public, Private Schools and Business Colleges in New Bedford, Mass., Fall River, Mass., and Providence, R. I. Now that it is on a sure footing we are placing it on the market, knowing when we do this we are saving much time in getting right down to muscular movement. If you think you are a muscular movement writer and want to know it, send us 50 cents and we will send Device. It will positively find your weak point and will be worth double its price.



DIRECTIONS IN ORDERING.—Measure around the end of the little finger just a little above the first joint or at the root of the nail. Now give **same** measurement around the second finger, and send to us and we will send the Device.

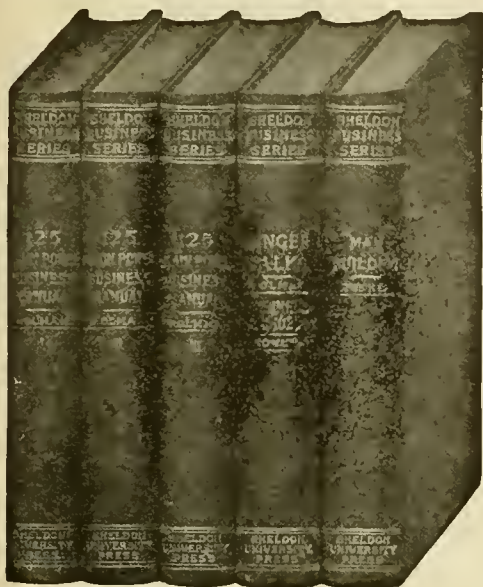
C. J. BECKER

PENMAN

FALL RIVER, MASS.



The Business Series Library



Volume 1

THE SELLING PROFESSION

What is Salesmanship? Necessary Traits of Salesmen. Qualifying for Selling. Planning a Campaign. Preparing the Prospect's Mind. Preparation Before the Approach. Introduction. Tactics. Uses of Auto-Suggestion. How to Banish Fear. The First Five Minutes. Burroughs Adding Machine Co. Methods of Approach. Reading the Buyer. Getting Prospect Interested. Presenting the Proposition. National Cash Register Co. Methods. The Selling Talk. Real Estate Pointers. Logical Methods of Convincing Prospects

Volume 2

ANSWERING OBJECTIONS

Diplomacy in Meeting Objections. Driving Points Home. Inspiring Confidence in Prospects. Stimulating Interest. Strategic Methods Closing Sales. Getting Cash with Order. Samples and How to Use Them. Price Cutting. Credits and Terms. Cancelled Orders.

Volume 3

SALESMEN AND ADVERTISING

Uses of Advertising. How to Profit from Advertising. The Salesman and the Advertising Department. Conduct Toward Customers. Securing Customers' Exclusive Trade. Why Many Salesmen Are Turned Down. Character and Conduct (38 separate contributions).

Volume 4

1.—GINGER TALKS

2.—BUSINESS PSYCHOLOGY

Comprises two complete books bound in one volume.

Volume 5

MAN-BUILDING

By Louis Randsome Fiske, LL.D.

To know yourself and your strong points—to get acquainted with those traits of character in yourself which make for power. Whatever man achieves is the result of building—and man is indeed a master builder when he centers his thought forces upon the work of building self. The Science of Man-Building was formulated to aid earnest men to get immediate results. In this book Dr. Fiske has analyzed the laws of self-development, and makes practical application of them. He treats man first as body, then as mind and soul; lastly as a social being. A powerful book, written by a man who knows.

This handsomely bound library of two thousand pages formerly sold for \$10.00. You may have the set and a year's subscription for \$9.00 (without subscription \$7.50) postpaid.

THE BUSINESS PHILOSOPHER

104-144 Monroe Ave., Memphis, Tenn.

Superior Teacher Training

The Gregg Normal Course appeals to progressive teachers, as it furnishes the instruction and information needed to insure positive results.

Gregg training is intensive, practical, different, resultful; it omits the frills of education and concerns itself with the correct solution of the everyday problems that confront the teacher of commercial subjects. That's why teachers of from two to fifteen years' successful experience profit from this training and enthusiastically recommend it to their colleagues. Naturally, the one about to enter the commercial teaching profession will find this training well nigh indispensable.

The 1923 Session will begin July 2 and close August 10. Write for free bulletin to-day.

GREGG SCHOOL

6 North Michigan Ave.

Chicago, Ill.

Lessons in Ornamental Penmanship

Gives instructions and copies for writing all capitals and all small letters in the shaded and flourished (ornamental) style.

Nine pages of cards, 12 pages of sentence writing, 3 two-page letters. 59 pages of copies and instructions.

Specimens written by E. A. Lupfer, E. W. Bloser, C. P. Zaner, F. B. Courtney, and A. D. Taylor.

Price only \$1.00, postpaid.

Zaner and Bloser Company
Penmanship Specialists
Columbus, Ohio

Begin Your Penmanship Training Now



IN preparing for a position as Supervisor or Teacher of Penmanship you can save time and money by improving your penmanship at home this winter under our supervision.

We have Correspondence Courses which lay the foundation for work in the Zanerian and will enable you to make more rapid progress in penmanship and give more time to methods of teaching, psychology of penmanship, etc., next summer when you attend the Zanerian Summer School.

You will remember that the State Department of Education of Ohio gives credit for work done in these lines.

Write for information regarding our correspondence work leading up to the work in the Zanerian.

See announcement regarding credits on page 4 of this number.

Zanerian College of Penmanship,

612 North Park St.

COLUMBUS, OHIO



TYPEWRITERS

This standard Underwood can be had on an easy payment plan or a saving can be made by paying cash for it.

ALL MAKES IN STOCK

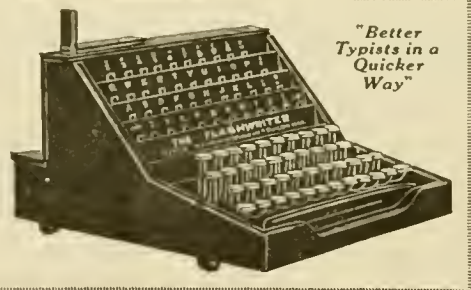
Write for our special list of Portable Machines

If your machine does not give satisfactory service, let us make you a proposition.

RELIABLE TYPEWRITER COMPANY

325 Plymouth Court

Chicago, Ill.



"Better
Typists in a
Quicker
Way"

Use the Flashwriter

WITH THE FOLLOWING RESULTS:

No Noise.

Students Trained More Quickly.

A Considerable Saving in Cost of Equipment.

What is the FLASHWRITER?

The Flashwriter is a machine for teaching type-writing. Beginners use it in learning the keyboard; advanced students use it to gain speed; shorthand students use it in learning to transcribe their notes.

What is FLASHWRITING?

Flashwriting is a new and better way of practicing the mental and muscular reaction necessary to rapid and accurate typing.

The Flashwriter way is psychologically correct. There is no distracting noise—no bother with paper—no erasing of errors. The students concentrate on

the location of the keys on the keyboard and their relation to one another.

The Flashwriter develops MIND typists—the only dependable kind.

A course of instruction has been worked out consisting of keyboard drills for class and individual use.

Rent a FLASHWRITER

and prepare your typewriting lesson at home. The Flashwriter is for use throughout the entire course.

Write for literature telling what others are doing with the Flashwriter, and what it will do for you.

THE FLASHWRITER COMPANY, INC.

FACTORY: Troy, New York

NEW YORK OFFICE: 200 Fifth Avenue



Get Your Copy Now

SECRETARIAL STUDIES

By

RUPERT P. SORELLE

AND

JOHN ROBERT GREGG

This is the first book published that seriously undertakes the problem of converting ordinary machine stenographers into thinking secretaries who use their brains constructively. It develops initiative, executive ability and the power to do. It deals effectively with the entire field of secretarial activities.

The outfit consists of four books as follows:

For the Student

Secretarial Studies (text) \$1.40

Secretarial Studies Exercises (pad form) .60

For the Teacher

Secretarial Dictation (contains all the material necessary in working out the dictation assignments)80

Teacher's Hand Book25

Start the year right by organizing a class in secretarial training

CONTENTS

PART ONE

- I. Standards of Stenographic Work.
- II. Motion Study in Office Work.
- III. Making The Business Letter Attractive.
- IV. Titles of Address, Salutations, Signatures.
- V. Handling Dictation Effectively.
- VI. Effective Handling of Correspondence.
- VII. Governmental Correspondence.
- VIII. Suggestions for Making Correspondence Effective.
- IX. Form and Follow-up Letters.
- X. The Technique of Telephoning.
- XI. Bills, Invoices, and Statements.
- XII. Forms and Remittance: Business Forms.
- XIII. Transportation.
- XIV. Transportation of Goods.
- XV. The Secretary's Contact with the Bank.
- XVI. Telegrams, Cablegrams, and Radiograms.
- XVII. Office Appliances.
- XVIII. Business and Legal Papers.

PART TWO

- XIX. Postal Information.
- XX. Alphabetizing, 1.
- XXI. Alphabetizing, 3.
- XXII. Filing.
- XXIII. Geographic or Town Filing.
- XXIV. Subject Filing.
- XXV. Transferring.
- XXVI. Receiving and Giving Instructions.
- XXVII. Editing Dictated Matter.
- XXVIII. Interviewing Business Callers.
- XXIX. Organizing Memoranda.
- XXX. Business Literature, Advertising, Proofing.
- XXXI. The Business Library.
- XXXII. Sources of Information and Data for Addresses and Speeches.
- XXXIII. Office Reference Books.
- XXXIV. Secretarial Bookkeeping.
- XXXV. Business Graphics.
- XXXVI. Office Organization.

THE GREGG PUBLISHING COMPANY

NEW YORK

CHICAGO

BOSTON

SAN FRANCISCO

LONDON

FOUR WORLD'S RECORDS ESTABLISHED BY ISAAC PITMAN'S WRITERS

Results of the Contest for the Shorthand CHAMPIONSHIP OF THE WORLD

Held at New London, Conn., April 24, 1922

The results of the three tests for the championship were as follows:

		Speed 200			
Position	Name	System	No. of Words	Errors	Net
First	John F. Daly	Isaac Pitman	999	3	996
		Speed 240			
First	Nathan Behrin	Isaac Pitman	1204	8	1196
		Speed 280			
First	Nathan Behrin	Isaac Pitman	1407	7	1400

In the special high speed test on solid matter at 220 words a minute three Pitman writers broke the previous record with ease:

		Speed 220			
Position	Name	System	No. of Words	Errors	Net
First	Solomon Powsner	Isaac Pitman	1105	10	1095
Second	Nathan Behrin	Isaac Pitman		12	1093
Third	John F. Daly	Isaac Pitman		13	1092

In every instance all previous records were shattered by these writers.

Nathan Behrin who had not taken part in these contests since 1814, easily won the championship, smashing all previous records, and as shown above broke all previous records in each of the high speed tests.

Behrin made a total of only 19 errors in the three tests for the title at 200, 240 and 280 words a minute, making an average accuracy percentage of 99.5 in a total of 3,610 words, breaking his own record of 66 errors in 1913.

Mr. Behrin attributes his wonderful achievement to the remarkable simplicity of

ISAAC PITMAN SHORTHAND

Nathan Behrin entered the contest at the last moment, after six weeks' vacation from his court work, during which he received no practice. He took less than half the time allowed to transcribe the three tests for the title. His competitors took the full time allowance.

OUT OF SEVENTEEN CONTESTS FIFTEEN HAVE BEEN WON BY PITMAN WRITERS.

Pitman's Shorthand is easily learned because it possesses a rational alphabet basis and a rational scheme of abbreviating devices determined by the phonetic structure of the English language. These salient features eliminate the burden and confusion of memorizing arbitrary and illogical rules together with untold numbers of special abbreviations, as in Light-line Shorthand, where before half the theory is mastered it is necessary to memorize hundreds upon hundreds of word signs.

93 per cent of the New York City day and evening high schools teach the Isaac Pitman system of shorthand.

Send for a Trial Lesson and Particulars of a Free Correspondence Course for Teachers

ISAAC PITMAN & SONS, 2 West Forty-fifth Street, NEW YORK

Exponents of "A Practical Course" Win the First Places

in the

WORLD'S TYPEWRITING CHAMPIONSHIP

At GRAND CENTRAL PALACE, NEW YORK CITY

OCTOBER 23, 1922

The names and rates of the leading typists follow:

Name	Rate per minute
GEORGE L. HOSSFELD	144
BESSIE FRIEDMAN	142

Mr. Hossfeld also won the One Minute Championship, writing at the rate of 160 words.

These typists learned touch typewriting from Charles E. Smith's
PRACTICAL COURSE IN TOUCH TYPEWRITING, published by

ISAAC PITMAN & SONS, 2 West 45th Street, NEW YORK

Stiff paper covers, 70. Cloth, \$1.00

THE Business Educator COLUMBUS, O.

VOLUME XXVIII

COLUMBUS, OHIO, JANUARY, 1923

NUMBER V

VETERAN PENMEN'S CLUB

The Veteran Penmen's Club met at the Packard Commercial School, New York City, Saturday, December 2, 1922. The attendance, though not large, made up in fluency of speech what was lacking in numbers. One thing unique about this meeting of penmen is that it is the only gathering of the kind where it is impossible to get nervous about the speech one expects to make. It was so informal that at times the one supposed to be the central figure was obliged to take his seat while men like "Bill" Dennis and George Harman walked into the room and insisted on shaking hands with everybody before they would take their seats and let the speaker proceed.

After listening to the secretary read dozen or more messages from Veterans who could not be present, messages from E. W. Blosser, Columbus, O., on the west and H. W. Shaylor on the east, and others at intervening points, Mr. Healey, in a pleasing and informal manner, gave a brief history of the penmanship journals that were in existence from one to ten years. The following are some of the journals mentioned: Penman's Gazette, 1876 to 1886, at Manchester and Jersey City; Teacher of Penmanship, 1867 to 1869, Sandusky, Ohio; Western Penman, 1870 to 1871, Coldwater, Mich.; Penman and Artist, 1884 to 1886, Bushnell, Ill.; The Chirographer, 1883 to 1884, Valparaiso, Ind.; The Calligrapher's Quill, 1884 to 1886, Fairmont, Nebr.; The American Penman, 1886 to 1887, Erie, Pa.; The Pen Art Herald, Cleveland, O.; The Teacher and Penman, Smithville, O.; and The Lone Star Penman, Dallas, Texas. Mr. Healey gave some interesting bits of information from some of these journals — sometimes including references to "Veterans" who were resent. As an illustration, he read a "boyish" letter from S. E. Bartow, when he was a youth of seventeen, enclosing a dollar for a year's subscription

to one of the above journals. Bartow said "yes, and it took me nearly all summer to earn that dollar too."

After the meeting all of those present went to the Leon D' Or, where a special luncheon had been prepared. If anybody should tell you that Veteran Penmen can't tell good stories—well, ask him to listen to Van Buskirk an hour or two.

It was decided to change the name from Veteran Penmen's Club to Professional Penmen's Club. Some of the members, although eligible, would not admit that they were "veterans." It seemed best to enlarge the membership by including any who make a profession of any phase of penmanship.

C. C. LISTER, Secy.-Treas.

WEAKNESSES SHOWN BY EXAMINATIONS

"If common sense has its day in training children both at home and at school we can rest assured that the men and women of tomorrow will be well trained," said Joseph J. Reilly, Supt. of Schools of Ware, Massachusetts, in an address before the New England High School Commercial Teachers' Association at Salem, Massachusetts on November 18th. Mr. Reilly urged the value of a good all-round education for all students who take up commercial studies, since this broad background is necessary to make them capable and therefore valuable to their employers.

Mr. Reilly for nine years was Chief Examiner for the Massachusetts Civil Service Commission, during which time he examined about fifteen thousand people for positions as bookkeepers, clerks and stenographers. He found that as a rule the applicants were uncertain in handling bookkeeping problems, weak in arithmetic and punctuation, lacking in anything like distinction in handling original English, and skilled in the mere mechanics of shorthand without much ability to correct

grammatical errors and produce correct transcripts.

These criticisms are not new and many of the weaknesses pointed out are almost unavoidable when persons without much practical experience are trained for business. They do point out, however, how schools might give their students still better preparation for business.

GASKELL'S COMPENDIUM

Have you a copy of this famous Compendium and if so would you be willing to part with it? One of our friends would like to secure a copy at a moderate price. Let us know what you will take. — THE BUSINESS EDUCATOR, Columbus, Ohio.

Books on Forgery

DO YOU have a book on forgery by AMES, OSBORN, COURTNEY, LAVAY or any other author? Would you be willing to sell it at a reasonable price? If so, let us hear from you.

If you want to buy such a book, write us. We expect this advertisement to bring us several replies and we may have some extra books to dispose of.

THE BUSINESS EDUCATOR,
Columbus, Ohio

THEY LIKE THE B. E.

My subscription expired a year ago, and feel that I can't get along without it any longer.

Yours truly,
J. A. Svartos.

* * *

I always get cranky when I don't receive it regularly. There are always so many things of interest in each copy.

R. J. Barkley,
Duluth Business University.

The BUSINESS EDUCATOR

ARTHUR G. SKEELES - - - - - Editor
ORACE G. HEALEY - - - - - Contributing Editor
E. W. BLOSSER - - - - - Business Manager

Published monthly (except July and August)

By THE ZANER-BLOSSER CO.,
612 N. Park St., Columbus, O.

Copyright 1922, by The Zaner-Blosser Co.

SUBSCRIPTION RATES

Students' Edition\$1.00 a year
Professional Edition\$1.50 a year
(To Canada, 10c more; foreign, 20c more,
to pay extra postage.)

The Professional Edition contains 8 pages more than the Students' Edition, these being devoted to articles of special interest to Commercial and Penmanship Teachers. All the specimens of penmanship, and all the advertising are in both editions.

Change of address should be requested promptly in advance, if possible, giving the old as well as the new address.

Advertising rates furnished upon request.

The Business Educator is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.



EVERYDAY PENMANSHIP

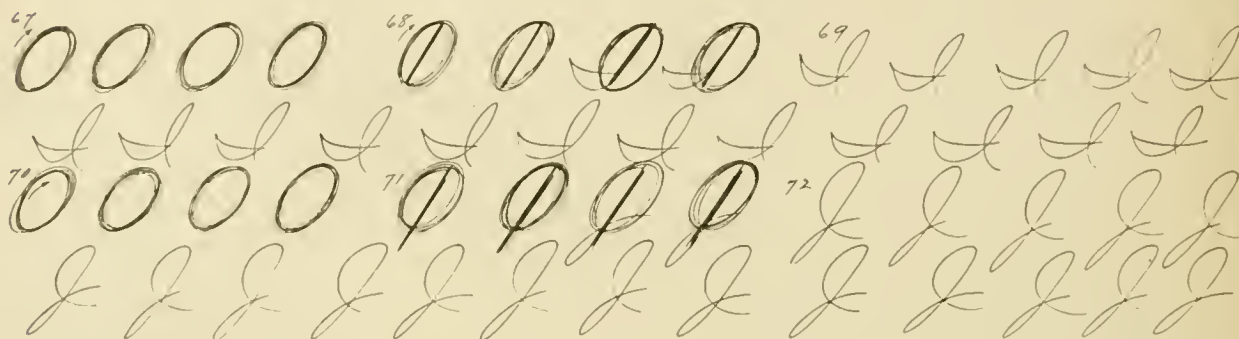
By JOHN S. GRIFFITH

302 W. 61st Street, Chicago

Penman, Englewood Business College

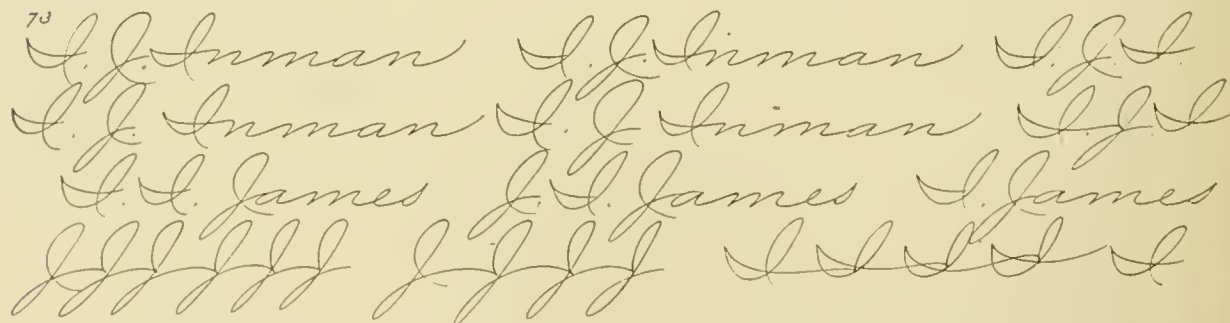
SEND SPECIMENS of your work to Mr. Griffith for criticism. Enclose 25c—worth more.
TEACHERS sending specimens from ten or more students should remit 10c for each specimen.

JANUARY

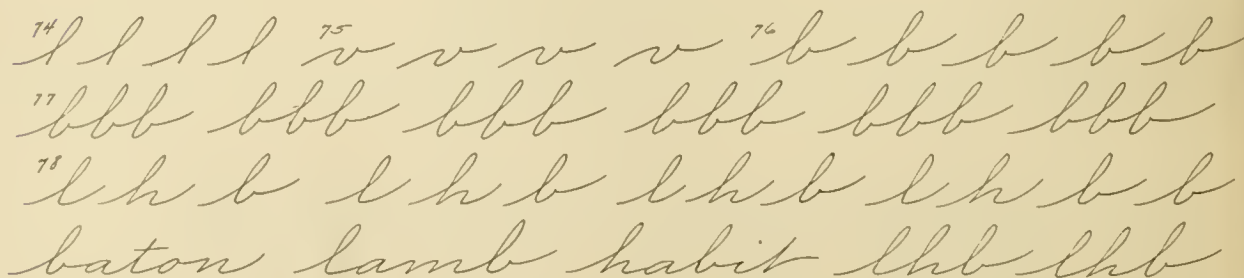


Lesson 67. Indirect exercise. (68) 67 and push and pull. (69) Count 1-2-3.

Lesson 71. Straight line extends below the line. (72) count 1-2-3. I make the J wider than the I at the top.



Lesson 73. These copies were written with plenty of movement. Try to acquire a good swing.



Lesson 74. The b and k presented in the first two plates of this month really belong with the December plates, but I did not have sufficient space to present them at that time. (74 and 75) Review drills. (76) Count 1-2-3. (77) Try to make the loops of these three just alike. (78) Practice these letters separately and then joined.

⁷⁹ l l l l l ⁸⁰ k k k k k k k k k k k
⁸¹ k k k k k k k k k k k k k k k
 knew knot know knot ask k

Lesson 79. Review 1 exercise. (80) Count 1-2-3-4 down strokes parallel.

¹ S S S S S ² S S S S S ³ ∞ ∞ ∞ ∞ ⁴ ≡ ≡ ≡ ≡
⁵ S S S S S S S S S S S S S S S S
⁶ S S S S S S S S S S S S S S S S

Lesson 1. Figure eight exercise is an excellent exercise to use when practicing this style of F, T and L, and some employ it for the D and other letters. (2) Maintain the proper curve and finish the exercise the same as the F and T. (3) For overstroke. (4) Count 1-2, 1-2. (5) Count 1-2, 1-2. 6) Four counts. (7) Five counts.

~~XXXXXXXXXX~~ ⁹ O O O O O ¹⁰ I I I I I ¹¹ ≡ ≡ ≡ ≡
 T T T T T T T T T T T T T T T T
 F F F F F F F F F F F F F F F F
 F T F T F T F T F T F T F T F T F T
 Ferris Institute Turner & Farr
 F.B. Courtney F.A. F.B. Courtney
 T. Courtney. T.C. T. Courtney.

¹² ~~XXXXXXXXXX~~ ¹³ ~~XXXXXXXXXX~~ ¹⁴ ~~XXXXXXXXXX~~ ¹⁵ U U U U U U U U U U
 Unit Unit Unit Unit Unit Unit Unit
 Use arm movement at all times.

Lesson 8. Straight line. (9) Direct exercise and the first part of the T and F. (10 and 11) Practice separate parts. Remember to get a compound curve in the overthrow. Two of my teachers wrote their signatures for this plate. Note the precision and strength in each signature. These men are not only penmen but gentlemen of the highest type. (12, 13 and 14) are review drills. (15) Try to make the down strokes parallel, seven counts; the number of down strokes will determine the count. (16) Three counts. Follow the instructions given in the sentence.



¹⁷ W W W W V V V V V V V V
¹⁸ V V V V V V V V V V V V
¹⁹ V V V V V V V V V V V V
 Villian Valiant Vain Vanity V

Lesson 17. This snake-like exercise has no sharp angles in it. (18) Three counts or two counts, three counts affords a better curve at the base. (19) This is perhaps a more exact style than the other style V.

²⁰ O O O O O O O U U U U U U U U
 U U U U U U U U U U U U U U
²¹ W W W W W W W W W W W
²² W W W W W W W W W W W

Lesson 20. This lesson requires plenty of freedom and control of movement. (21 and 23) are very different in form but either is a very good letter for business purposes. Avoid freakish styles.

²⁴ O O O O ²⁵ ∞ ∞ ²⁶ 2 2 2 2 2
 2 2 2 2 2 2 2 2 2 2 2
²⁷ 3 3 3 3 3 3 3 3 3 3 3

Lessons 24 and 25 are review exercises. (26) Count 1-2-3. Avoid straight lines, plenty of curve. (27) Three counts.

²⁸ Very truly, Very sincerely yours, V
 Kin a good handwriting today. W
 Quincy is a city in Illinois. 2
 Zaner was a great penman. 3

Lesson 28. Strive for freedom when writing these copies.



²⁹ J J J J U U U U Y Y Y Y

J U Y J U Y J U Y J U Y

Yours truly. Yours very truly. Yours

Lesson 29. These three letters can be developed very easily. Practice them in the order given.

³⁰ O O O O 9 6 X X X X
 X X X X X X X X X X
 U X U X U X U X U X
 Xanthin Xerif Xenia Xerxes X

Lesson 30. Note the direction of the arrows; in the first part of the exercise make the loop first, in the second part make the exercise, and then without lifting the pen make the loop. (31) This letter is seldom used but nevertheless it is one of the twenty-six. Master it.

GUILLARD INSTRUCTIONS

(Continued from page 16)

high and terminate on approaching a turn.

The second and third exercises in the second line are very valuable and should be practiced again and again.

Sit back and see with what ease you can do your work.

The third line consists of introductory strokes. You will do well to study them closely.

In the first character in the third line do not run the shade into the turn at the base line.

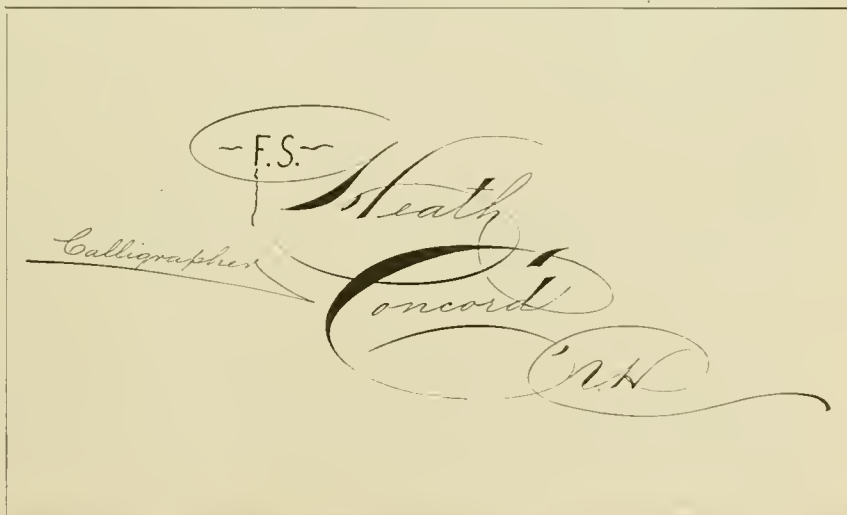
In the second character don't begin the shade until the turn has been made.

Notice that in the third character the oval part is horizontal. The same may be said of the introductory strokes of the flourish and fifth characters.

The shaded portion of the O, A and C are the same.

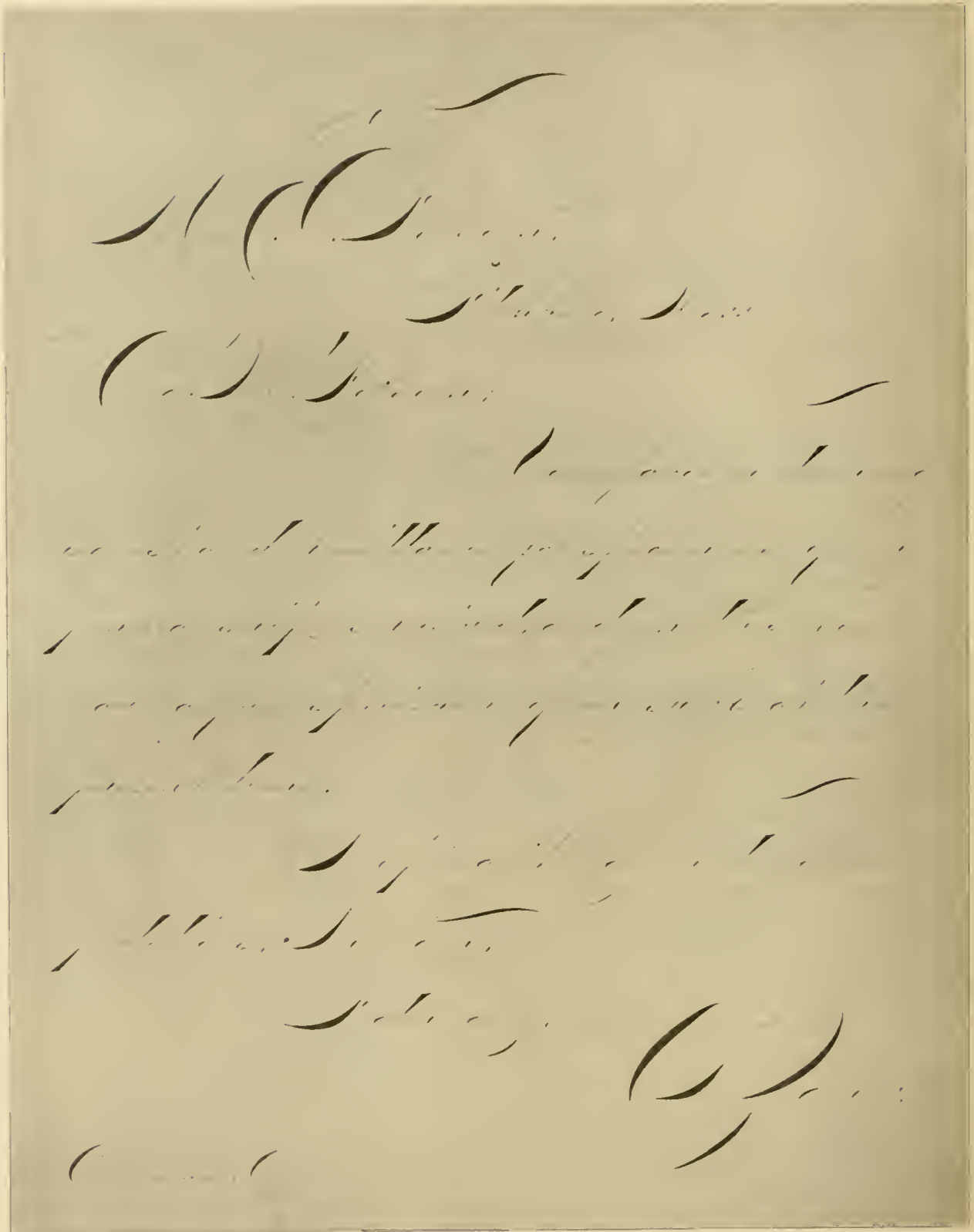
The two styles of E should be made with an easy flowing movement. This is true of all the exercises presented. Eliminate all quick jerky motions.

Do your best and send your work to me for criticism.



This is the answer of Mr. Heath to the letterhead of Mr. Albin, presented in our October Number. Mr. Heath does not say whether he prepares these by hand for his own use or whether this is a special design, but it is certainly a successful letterhead for a penman. Has anyone else something as good?

Other clever letterhead designs have been received from R. H. HARRISON, JR., Atlanta, Ga., and C. A. GRUVER, Troy, N. Y.



Mr. E. O. Folsom, Utica, N. Y., was kind enough to lend us his valuable scrap book long enough to have the above specimen, as well as quite a number of others from various penmen, engraved so that our readers might enjoy the masterful work which it contains.

The above specimen is typical of the work done by Mr. Zaner in 1905, at which time he was, no doubt, at his best.



Ornamental Writing

Copies and Instructions by
RENE GUILLARD, 1212 Elmwood Avenue
EVANSTON, ILL.

Ornamental writing as we know it is purely an American style of script. When it is properly executed it is in the opinion of many the most beautiful style of writing. Very few, however, have ever been able to reach a high degree of proficiency in its execution, owing to the fact that it is probably more difficult to get under control than any other style.

To become skillful in the art one must necessarily give it a considerable amount of attention. It probably would not be far wrong to say that it requires years to develop a fine ornate style.

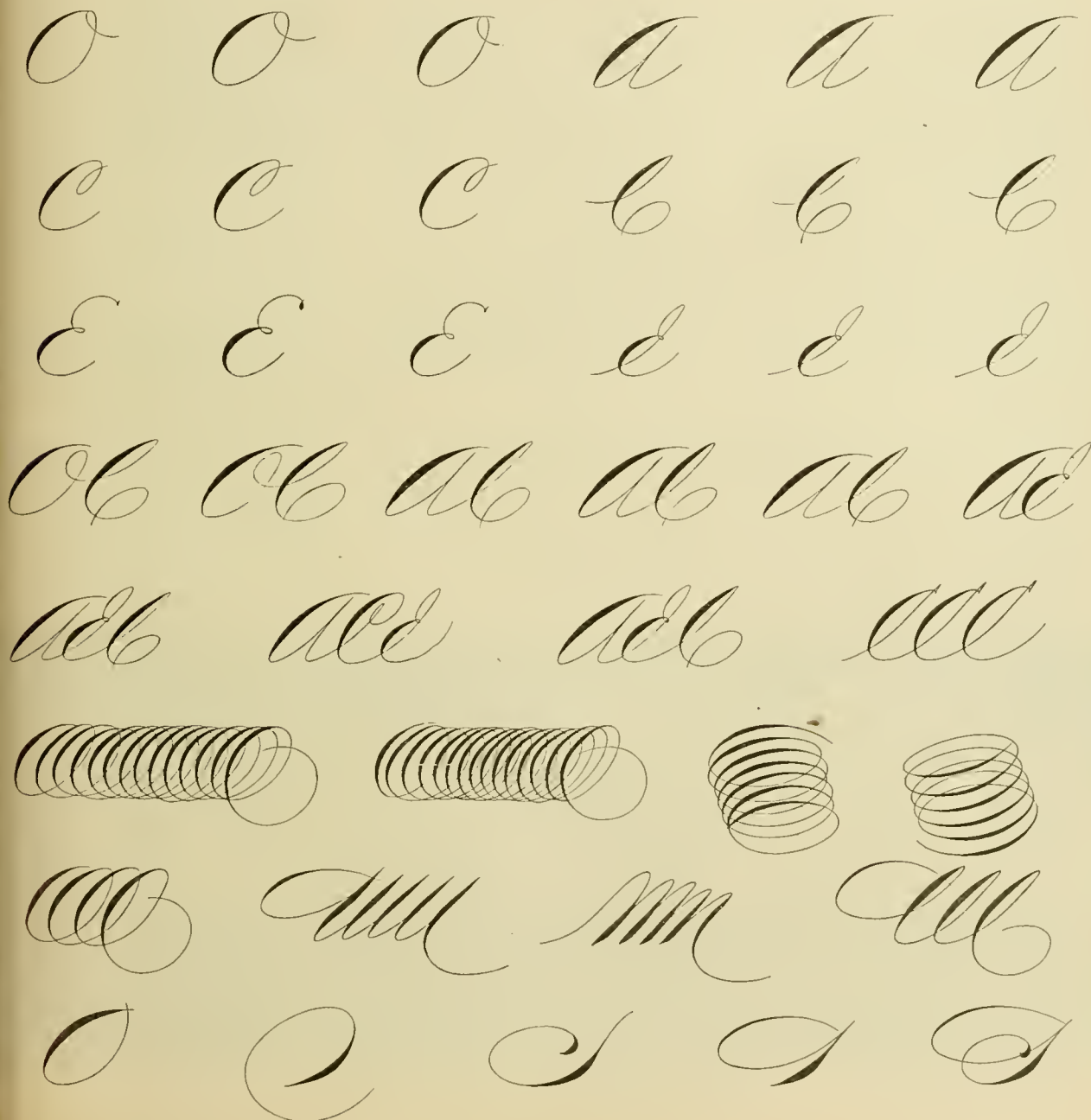
With the material that is now possessed in the way of books containing reproduced specimens of work by such able men as Madarasz, Zaner, and a

number of others, the road should be much easier to travel than formerly.

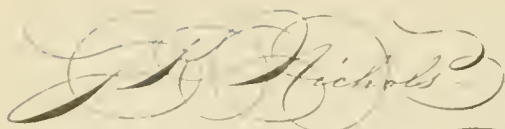
Whether ornate writing is as popular today as it has been is problematical. Some contend that it is impractical, but if one were to listen to some of the most practical (?) members of society the world would do away with all its art treasures. The impracticability of Mona Lisa and the Venus de Milo does not rob them of their magnificence—they live on forever. I dare almost say that anything that is pleasing to the aesthetic seen borders very closely on the necessary.

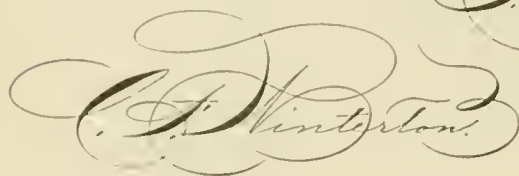
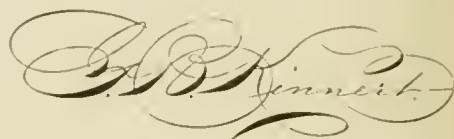
Materials. There are several good inks to be had. Arnold's Japan mixed with Higgins' Eternal makes a very

(Continued on page 16)



Signatures by Mr. F. B. Courtney



COMMENT BY E. W. BLOSER

There is another principle in ornamental penmanship which is probably as important to master well as is the capital stem. We refer to the indirect oval made with a "snap" shade nicely cut off on the base line, a fine example of which we have in **N** in the first signature. This principle is used mainly in making certain styles of **H**, **K**, **M**, **N**, **W**, and **X**. When made well the main part of the shade is so similar to that appearing in the capital stem when it is modified by omitting the oval, that there is little or no difference between them. For example, look at the shades in **K** and **N** in the first signature. One is made with a right curve light line leading to it from below and the other with a left curve light line leading to it from above.

You should fill page after page with the indirect oval until you can snap it off on the base line in perfect harmony with the shade in the capital stem. Practice plenty of exercises by joining such letters as the **W** and the other letters mentioned.

It is probably not too much to say that after you have thoroughly mastered the capital stem and indirect oval,

you are over two of the most difficult steps necessary to take in learning ornamental writing. Remember we mean that you should be able to fill page after page with short well curved shades cut off nicely on the base line and so nearly like that in the capital stem that scarcely any difference can be noticed between them. That is how they must look if you intend to lay the proper foundation for the finest kind of ornamental penmanship.

Now that you have begun, we hope you will not back out of this work when we tell you what is necessary to win. We are going to tell you the truth about how ornamental penmanship is mastered as nearly as we know how. It is work, but delightful work for those who are really interested

Miss Gladys Andrews, a teacher in the High School in Redlands, California, believes in using the **BUSINESS EDUCATOR** in her Penmanship Classes. Perhaps this is the reason why a number of her students each year bring their writing considerably above the standard required for the Zaner Method High School Certificate.

GUILLARD'S INSTRUCTIONS

(Continued)

satisfactory combination, using $\frac{2}{3}$ Arnold's to $\frac{1}{3}$ Higgins' and diluting with water until fairly thin.

Use Zanerian Ideal No. 2 pens or Gillott 604 E. F. For very fine work the Zanerian Fine Writer is used.

Use Zanerian 5 lb. paper or Zanerian 6 lb. paper.

Position. Sit squarely in front with both arms resting on the table. Do not lean too far forward or bend over your work. Do not lean against the desk. Keep the feet flat on the floor.

The position of the hand and the manner of holding the pen are of importance. Hold the penholder between the first finger and thumb, and hold the hand in such a position that the penholder points over the shoulder. Use forearm movement.

It may seem difficult to make the shades on the exercises. I suggest making them rather light at first.

The first exercises are movement drills and are very difficult to execute. Notice in all the characters in this month's work that the shades are kept

(Continued on page 13)



Penmanship Department, Bowling Green Business University



Teacher's Professional Edition (Supplement)

Pages 17 to 24, Inclusive

Students in Margaret Morrison Carnegie College of Carnegie Institute of Technology, Pittsburgh, Pa., who are taking courses in Costume Economics will receive practical experience in a modern Clothes Shop. This is "an educational experiment in which the commercial element enters as a necessary evil". Orders for dresses, gowns and other women's apparel are filled by the students of the women's department. Prices are based upon cost of material plus the small charge of student labor.

The Southern California Commercial Teachers' Association met at Huntington Park, California, October 28th. The morning session was devoted to institute work when classes were held in various commercial subjects. The penmanship was in charge of A. P. Meub, Pasadena High School and J. K. Renshaw of Jefferson High School, Los Angeles.

The officers of the association are as follows:
President, Mr. Ralph E. Oliver, Long Beach.

Vice President — Miss Margaret E. Keefe, Los Angeles.

Secretary—Miss Jessie Wyant, Long Beach.

Treasurer—Mr. Charles Benson, Los Angeles.

The members of the Commercial Teaching Fraternity will be pleased to learn of the success of Mr. S. G. Hurst in conducting Hurst's Private School, Buffalo, N. Y. Mr. Hurst started his institution in a small way some years ago, but the attendance has increased so rapidly that he has been compelled to secure larger quarters. At present he has under construction the Hurst Building which has a frontage of 83 feet on Franklin and 110 on Huron St. The building is a handsome one of modern fire-proof construction, six stories high, two of which will be occupied by the school.

Mr. Hurst's success is an example of what perseverance, coupled with the proper qualifications and the determination to give his students the best possible commercial training, will accomplish.

ACCURACY THE GATEWAY TO TYPING SPEED

By C. E. Birch

Here is a positive, fundamental principle for those who would become rapid and accurate typists: **Write as fast as you can write rhythmically, confidently, and in CORRECT FORM.** To try to write in excess of this is to invite the formation of habits of inaccuracy. How then shall speed be increased?

Accuracy is the gateway to typing speed. Those of us who maintain this position are often misunderstood. Accuracy has a two-fold meaning. There is accuracy of form or technique and there is accuracy of product. If we have the former, we are sure of the latter, but if we have the latter we are not always sure of the former. A piece of work in which no flaw appears may have been executed under very poor conditions of posture, rhythm and performance generally.

Compare these two ways of practicing for speed. The first is to force the fingers to great manual dexterity, to strike keys very rapidly with speed the paramount desire. When a great number of errors occur, as they will inevitably, an effort is made to eliminate them by writing the selection again, but still at the same or even a higher rate of speed. This is a negative process.

A second method is to practice in a positive way. The student strives for the correct conditions, such as an ideal posture of body, feet, hands, wrists and fingers; rhythmic movements; staccato strokes; concentration and perfect co-ordination of mind and muscle; right mental attitude (a deep, abiding desire and resolve to improve).

In the application of the second method the student should know about how fast he can write accurately. There is one best rate for him in his present stage of development. Having found that rate he can make it his starting point and proceed to develop himself beyond it. Instead of trying to do the impossible he will be happy to find his record showing a gradual growth in skill and confidence. There will be an increased smoothness of operation and the finished product will soon reflect this. At frequent intervals he will set his mark just a little higher and work until it is attained; then another goal will be set.

Students frequently ask whether to use new matter or repetition matter for speed practice. The answer is to use both. We should use repetition exercises intelligently, not dwelling too long on one selection, but leaving it and returning to it later. We can keep a number of such drills going in a spiral fashion to advantage. Use new material frequently for increasing the vocabulary and to test the progress, as this is the "proof of the pudding."

Could we but attain accuracy of form (in the sense that we use the term in athletics) immediately, the problem of teaching and learning typing would be very simple. Perfect operation, perfect co-ordination of all the processes that enter into typing, should always produce perfect pages. We are not able to reach such an ideal in practice. We can never be sure that our method is

even approximately perfect until we see it producing at least approximately perfect results. And the aim and ultimate goal is, after all, perfect work. We do not want an exercise which merely appears all right, but one which we know was executed under right conditions.

If we have sufficiently emphasized this point of accuracy of form as well as of product, it is time to make this statement: **It is a desirable thing to require of our students certain practice exercises which are to be free from errors.**

We need not fall into the old mistake of requiring a great number of perfect copies of an exercise before students are permitted to go on. If the requirement, for instance, be set at three perfect copies of an exercise, let it be understood that if it is found too hard for any individual, the requirement will be modified. We may shorten the exercise or we may accept one perfect copy now and postpone the remainder until such time as the student is able to do it acceptably. We want the perfect copies to come as the result of perfect execution and not from any halting, hesitant, fearful striking of the keys. The trouble with requiring perfect copies has often been in the form of the requirement and in the manner in which it was performed.

DENNIS TO HEALEY

Brooklyn, N. Y., Dec. 8th, 1922
Business Educator, Columbus, O.

In Mr. Healey's interesting sketch of G. A. Gaskell, he refers to Gaskell's Compendium as a set of "rather crudely engraved copies."

I have in my possession a part of one of the very earliest editions of Gaskell's Compendium, engraved by Donaldson Brothers of New York. These copy slips show a bold, rather dashy style of writing, beautiful in effect and very attractive. While not having the accuracy and perfection of the Spencerian penmanship, so popular about that time, they were beautiful to behold.

The ornamental sheet which I still have (framed) is one of the very finest pieces of off-hand flourishing I ever saw. It consists of a graceful bird and nest design, with tree branches and ornaments tastefully arranged, making the piece as a whole, the embodiment of grace and beauty. This, I have always regarded as a masterpiece of artistic penmanship, and I doubt if there is a penman living who can equal it.

In the last years of this penmanship publication, the plates were pretty well worn and patched up by the engravers until they were rather poor, and some of them were not from Gaskell's own work. Mr. Healey's impression, like that of many others who never saw the first edition of Gaskell's Compendium, has probably been formed by these last plates of the work which were much deteriorated by being re-engraved and printed so many times that the original grace and elegance was almost entirely lost.

Yours respectfully,

W. E. DENNIS.



MENTAL MEANDERINGS

By CARL MARSHALL
Weichtpec, California

Some Digestible Economics

Our old friend, H. C. L., unlike Davy Crockett's coon, refuses to come down. As to why he does not come down, there are as many different opinions as there are opinionaters. You may believe that high prices are caused by money inflation, profiteering, low industrial efficiency, inordinate labor charges, high



freight rates, strikes, or popular extravagance, according to what brand of economics you may have been imbibing. When prices began to fall in 1920 an eminent American economist gave a chain-armor demonstration, without a flaw from the first major premise to the final Q. E. D., that the downward trend in prices would continue for at least twenty years. As most of us know, the old H. C. L. coon began to climb back into the upper branches in less than twenty months, and is still climbing. This merely shows that an eminent economist may make as bad a guess as the next man.

For the foregoing as well as some other reasons I some time ago reached the conclusion that if a man is in quest of really nutritious ideas relating to this tangled but vastly important matter of economics, he will do better to browse at large rather than to attach himself to the adders of Authority. So, browsing outside the economic paddock, I came across an article the other day so freshly original, so rich in common sense, and so juicily entertaining withal, that I am penning this meandering mainly for the purpose of passing on my enjoyment of it to others. This article is by Mr. Will Payne, and is printed in the Saturday Evening Post of Nov. 4 under the intriguing title, "A Day's Marketing." I do not know if Mr. Payne is a regularly consecrated economist of the blown-in-the-bottle kind, but I suspect not for the reason that he uses a vivid variety of everyday "United States," such as can be read and appreciated by all sorts and conditions of folks, and that is a lapse from dignity that your professional economist is rarely guilty of. But it is the substance rather than the manner of Mr. Payne's article that we are interested in. He begins by blowing away a lot of the fog and froth with which the high price problem has been beclouded by various demagogues and socialistic agitators and other classes of plain and ornamental nitwits. He then brings the whole problem into proper focus by citing the conclusion of the Congressional Commission, undisputed as to its truth, that of every average dollar with which all of us supply our every-day wants only

thirty-seven cents goes for cost of production while the remaining sixty-three cents is for cost of distribution. Of this sixty-three cents it has been conclusively shown that the manufacturer's profit is four cents, the wholesaler's three cents, and the retailer's six cents, or a total charge to the "profiteers" little and big of but thirteen cents. This leaves just half of the consumer's dollar to be absorbed by expenses other than profits. This sort of figuring is something we all can understand.

But what about this fifty cents of expenses that have to come out of our dollar? To solve this problem Mr. Payne takes us on a personally conducted trip, market basket in hand, to the stores and the food shops, and shows us that this fifty per cent expense bill that is so cruelly saddled onto us poor "down trod" consumers is almost wholly of our own making. We insist on being served with casavas and honey dew melons from California or Africa, oranges and lemons from Florida or California, and pines from the West Indies or Hawaii. More than one half the fruit consumed in the eastern half of the United States is produced in the western half, and calls for an average freight haul of fourteen hundred miles. Then we insist on the retailers giving us luxurious service in the form of brilliantly lighted and expensively decorated stores, ornate delivery autos, polite and well-dressed clerks, and all the rest of it. The dealer who fails to cater to these luxurious tastes of ours—well, he doesn't get our trade, that's all.

And so, in a vivid and amusing way, this down-to-brass-tacks economist goes on to show us where that expense bill comes from; also that it is likely to abide with us so long as we adhere to our free-handed and luxurious ways. If you missed this clever and illuminating article of Mr. Payne's, I hope you will drop into your home library some day, call for the back files of the Post, and see for yourself if I have overpraised it.

The Worm Turns A recent news dispatch from Detroit reports that the high school teachers of that city have been asked to respond to the following questionnaire:

How many minutes did you spend on Saturday and Sunday last:

- "A"—In physical recreation?
- "B"—In social recreation?
- "C"—In unprescribed professional study?
- "D"—In purely cultured activities?
- "E"—In religious and charitable activities?
- "F"—In civic activities?
- "G"—In purely personal activities other than those listed?

It will be noticed that these prying questions are in both number and designation like unto the tones of the chromatic scale, but it does not appear that this circumstance has added to the harmony of their reception. For the dispatch goes on to say that the teachers are both indignant and defiant at his invasion of their privacy, and absolutely refuse to supply the information asked for. It is stated that the "North Central Association of Colleges and Secondary Schools," through its secretary, C. O. Davis, is responsible for this meddlesome questionnaire.

A recent issue of the Literary Digest quotes a letter from a New York woman teacher who wields an unusually pungent pen, and who visits her righteous scorn upon a number of individuals and organizations who are going about annoying and pestering teachers by methods more or less like those of this Michigan aggregation. It is about time to ask whether teachers have any personal privileges and rights that anybody is bound to respect? If a teacher does her work to the satisfaction of her employers, is it anybody's business as to how she spends the rest of her time? Such an inquisition as that covered by the questionnaire I have quoted is a violation of the dignity of one's private life, as impertinent as it is gratuitously insulting. This is so obvious that any discussion of its reason or purpose, supposing it has any, is superfluous. It is humiliatingly insulting because of the assumption it carries that because, forsooth, a teacher is paid by the public, she is therefore at the mercy of every self-appointed "investigator" or promoter of some fool "survey" who sees fit to stick his snuffing proboscis into her affairs. Did you ever hear of lawyers or doctors or nurses or engineers or even preachers being approached by anyone with that kind of a questionnaire? Hardly.

It is to be hoped that the teachers everywhere will pluck up spirit enough to follow the example of the Detroit teachers and never let one of these Paul Pry's get past the door-mat.

A Teachers' Institute Among the Northwest Mountains I wonder if you teachers who have been attending conventions in the big cities to which you journey in luxurious Pullmans, and are housed in palaces and entertained with glittering banquets and special theater parties and so on, would not like to hear how we put professional kick into ourselves out here in these mountains? The California law makes it the duty of every public school teacher in the state to attend at least one institute each year, lasting not to exceed one week. Of course they draw regular pay during the week thus spent. In order to have a bigger Institute and a more inspiring time generally, it has been the custom for the five or six northwestern counties to pool their resources and told one joint Institute for all. This year the joint assemblage was held at the pretty little mountain valley town of Ukiah, the county seat of Mendocino County.

(Continued on page 20)



Department of PUBLIC SCHOOL WRITING

Frank H. Arnold, Supervisor of Penmanship, Spokane, Wash.

WOULD YOU LIKE TO EXCHANGE PUPILS' PAPERS

In my October article in this publication I referred to a plan I had in mind relative to exchanging pupils' papers with other supervisors. I am now ready to go into detail and suggest the kind of matter to be written by the pupils.

In previous articles I have made it plain that I believe in the wide use of poetry as writing drills. Children like poetry and readily commit to memory the poems that are assigned to them. Poetry has life in it. This cannot be said of a great deal of matter we use in our writing classes.

If the boy and the girl are to do their best work when writing poetry, they must know the words of the poem as well as they know their "a, b, c's." No child should have to copy poetry from a blackboard, for in so doing he will not acquire the right speed. Then, too, before the child is ready to use the poem as a writing exercise, he must become thoroughly familiar with the punctuation and spelling of the different stanzas he is to write. And, furthermore, if there is any difficult line or any word of obscure meaning in the poem, the wise teacher will give her attention to removing these obstacles before having the pupils write.

I am ready at this point to suggest two poems which I find quite suitable for seventh and eighth grade classes. Tennyson's "Crossing the Bar," and "The Last Leaf," by Oliver Wendell Holmes, are poems which children like and which are easily remembered. If there are any supervisors of writing or special teachers who wish to exchange the work of entire classes with me, using stanzas of these poems as subject matter, I shall be glad to make the exchange. I desire, however, to suggest the following rules in preparing papers for exchange:

1. There must be a paper submitted for every pupil in the class.
2. The name, age, and classification of the pupil must appear on each specimen submitted.
3. Each student should state how long he has been attending school in the particular city from which his paper is sent.
4. If the student writes the first stanza of "The Last Leaf," he must finish within seventy seconds. All papers should be collected at the end of seventy seconds. The papers of those who do not finish in that time should be sent with those that do finish.
5. If the student writes the first and third stanzas of "Crossing the Bar," he must finish in two minutes.
6. All papers should be carefully fastened together.

If any supervisor or teacher cares to exchange papers, address me as follows: Frank H. Arnold, The Administration Building, Spokane, Washington. Later in the year, I shall be glad to exchange papers with teachers who are teaching primary grades, but at this time I desire only seventh and eighth grade papers. If any teacher or supervisor desires to make a second exchange of papers, I shall be quite willing to let such a person select the kind of matter to be written.

I now wish to write further about the use of the poem as a writing exercise. During the past two weeks I have gone into the third and fourth grade rooms in this city, and recited the following stanza of poetry to the children:

"Little drop of dew,
Like a gem you are,
I believe that you,
Must have been a star."

After reciting it twice I asked the children to recite it in concert. I then stepped to the board and wrote the stanza, having them watch me as I did it. The children again read it together from the board and then turned their eyes toward me and recited it without any help. Then I said to them, "Write it," and they did so. After they had written it I graded them on ten points. I illustrated the following ten points by referring to the copy I had written on the board:

1. In the word "Little," the "t's" should not be as tall as the "l".
2. In the word "drop," the "d" and the "p" should be exactly the same height. (I demonstrated this fact by drawing a horizontal line from the top of "d" to the top of "p".)
3. In the word "of," the two loops of "f" must not be joined. The upper loop in "f" should make a good "i", if the lower loop should be taken away.
4. The end of the "w" in "dew" should look like the beginning stroke of a tiny "i".
5. The last down stroke of "k" in the word "like" should be a slanting line.
6. In the word "you," the "y" should commence like "u".
7. In the word "believe," the "b" should not resemble in any way the letter "f".
8. In the word "have," the last down stroke of the "h" should be properly slanted.
9. In the word "star," the letter "r" must be well formed and have a distinct shoulder.
10. Every word in the stanza must have a good ending, no word blunted nor no peculiar finishing strokes.

The children graded their own papers with much interest, and when we wrote the stanza a second and third time, they

were much interested in contesting for "points." Every "point" meant 10%. Before the lesson was over the pupils exchanged papers and graded the work of their classmates.

Now, we shall write this little stanza of poetry many, many times in our lower grades, and we shall require pupils to write the stanza in a definite time in order to teach them to write rapidly as well as accurately.

No pupil who writes finger movement can have his work graded in our contests. We consider finger writers poor "sports," so to speak. Every pupil is anxious to have his work considered, so he will make a special effort to do it in the right way.

I am thoroughly convinced that we spend too much time on drilling on single words and single letters. The pupil, if he is to be a good penman, must learn to write the letter and the word well in the sentence. We know that some of our pupils miserably fail when they put the letter and the word in the written composition. More attention must be paid to the writing of real expressions of thought. Too much drilling on a single letter or a single meaningless word becomes lifeless in the extreme to the live boy or girl. Such monotonous drills is akin in spirit to some of the distasteful routine tasks the child often is required to do at home night by night.

Now, I hope I shall not be misunderstood. I do not mean that we should give up practice on single letters or single words. No, no, we shall always have to do that. I do mean, however, that we must pay more attention to writing the word within the completed sentence, and the entire sentence within the completed composition, whether it be poetry or prose.

Much of this practice matter that I have suggested can be done as supplementary work. We shall still need to use our compendiums and manuals, but we shall make use of what we learn in the writing text in writing completed selections.

I hope I am not a theorist. I do not often "soar in the clouds." The writing of poetry may appear to some of my readers as the suggestion of a dreamer. If you could come with me into one of our class rooms and see how eagerly and enthusiastically the children write the stanzas of a beautiful poem, you would readily understand why I have written so much about the writing of poetry in this article.

In my next article I shall deal with primary writing. There has been so much serious nonsense written in the last few years about teaching little children to write that I shall take great pleasure in presenting another side of the question.

FRANK H. ARNOLD.

F. J. Myles, A. B., a teacher in the public schools and a well known penman of Nashville, Tenn., has opened a resident school at 1134 Jefferson Street in that city, where he will offer instruction in Commercial branches as well as in Penmanship.



MARSHALL

(Continued from page 18)

some two hundred miles south of my location on the Klamath in the extreme northern part of Humboldt County. The trip each way takes two full days, one by auto stage ninety miles over the mountains to Eureka on Humboldt Bay, and one by rail from Eureka up the beautiful Eel River and over the mountains to Ukiah on the head waters of the Russian river some thirty miles from the ocean. There were six of us to go from the Klamath country, and we had the good fortune to secure a special stage all to ourselves both going and returning. In the matter of ease and comfort your Pulmans have mighty little on the big Pierce-Arrow stages they use on these fine mountain highways. In a former meandering I have described the glorious seven-hour trip over the Klamath mountains, down through the redwoods and along the coast to Eureka. This time our ride was taken in mid-October, and the weather was simply flawless. For us two hardened old pedagogs and the four sprightly young school ma'ams, it was just one long dreamy flight of surpassing lights and shades and colors and fragrances in a setting of lolling luxury. No, I repeat, your palace car contingent had nothing on us.

After a comfortable night at a good modern hotel in Eureka, early the next morning we boarded the Northwestern Pacific train for Ukiah. There were six coaches loaded with some two hundred teachers, ninety per cent of them girls, and about all of them, so far as I am qualified to judge, young, pretty, and smartly dressed. And they were chattery as sparrows and frisky as kittens. As they milled up and down the aisles or shouted at friends as we stopped at stations, you would never dream that they had ever so much as looked inside a book on pedagogy. Nor did anybody think of talking "shop" for one little minute.

As we began to climb up into the mountains of Mendocino County, we picked up other little groups of teachers at each station till by the time we neared Ukiah about the middle of the afternoon we had around four hundred aboard. Ukiah is an ideal rural burg of twenty-five hundred, nestled in a rich little fruit-raising valley, with the blue tinted peaks of the Coast Range rising all around it. At the station there were some forty or fifty smart looking autos, under the direction of the local Reception Committee, to whisk us away to the quarters to which all of us visiting guests had been assigned. Talk about hospitality!

I shall not try to tell you about the four days of Institute program. A number of mighty bright and interesting speakers were on hand, including some big guns from the University, and that forceful school man, Will C. Wood, State Superintendent of California, one of the very ablest educators in America. The social side of the gathering was made delightful by much good music and special entertainment features provided by the Ukiah folks,

and Supt. Elizabeth Wooster of Kansas will be shocked to learn that there was a big dance, at which the wicked young school ladies shimmied and fox-trotted in the most abandoned manner.

We Klamathites got back to our loved mountains on the Sunday afternoon before our schools began, without physical or moral mishap, all our batteries re-charged, and, in the language of one of our dear old-time business educators who has long since gone to his reward, "mighty glad to of went."

ADVERTISING A BUSINESS COLLEGE

(Continued from page 21)

in and exploit. Rich rewards come when an exceptionally good appeal is made to examine the merits of commercial education at some particular school. Conversely, much money may be wasted in an advertising campaign that lacks the vital, human touch that makes the whole world kin, as someone has said. Indeed, some money spent for so called advertising is worse than wasted, for the advertising may do actual harm and damage the business of the school instead of helping it.

Criticism of the advertising of other schools is often helpful if it is constructive criticism. To say that an illustration or piece of copy is not attractive or is not convincing is not enough to do anyone any good. Reasons why must be given and something better offered in place of the rejected material, if the consideration of advertising is to be productive of beneficial results.

Now to turn from generalities to concrete advertising designing. I offer the suggestion that a "Questionnaire" for young people may be utilized to good advantage in attracting attention and inducing interest in a school. We have become quite used to questionnaires during and since the war, and still the word is new enough to attract a little more than ordinary attention.

Such a questionnaire may be in the form of a folder, mailing card or be run as a series of newspaper advertisements. Most of the questions might properly be followed by the answers and if there is something for the prospect to sign and return, like a return post card, some of the questions might be of a personal nature for the reader to answer.

The following questions and answers are suggestive of the above idea, and other equally good ones may occur to you:

Question No. 1. Why are so many young people taking commercial courses at schools that specialize in office training?

Answer No. 1. Because they have found they can qualify for salaried positions easier and quicker in this way than in any other.

No. 2. How long does it take to complete a commercial course?

Ans. No. 2. A single school year, more or less, depending upon the mental ability of the student and the kind of course selected.

No. 3. Are graduates assured of

positions when they complete their courses at your school?

Ans. No. 3. Yes. We have no trouble in placing all graduates in satisfactory positions.

How do you do this?

By maintaining a Position Department, which is as convenient for business men employing office assistants as it is valuable to our graduates.

Do you get positions for students who do not complete their courses?

We frequently do this, when a student is obliged to leave school before completing the selected course. Those who wish to earn some money while attending school are also helped by securing part time positions for them, while still students.

What is the present and prospective demand for stenographers, bookkeepers and other office employees?

There is a constant and increasing demand for trained workers who can be depended upon to do their work well.

What are the chances for advancement?

In no other line is the chance for advancement better. Employers are always on the lookout for assistants who can do the work of higher and better paid positions. Thousands of successful heads of business in this country started as stenographers or bookkeepers. The practical training in these positions leads directly to more important places, and there are opportunities to progress in many ways.

Such questions and answers as these set the reader thinking, which is always a good thing in advertising, and publicity of this kind is well calculated to bring excellent results.

GOLDEY COLLEGE GRADUATION

A beautifully engraved program has just been received inviting us to attend the graduating exercises of the thirty-sixth class of **Goldey College** Wednesday evening, December 6th, at the playhouse Wilmington, Delaware. The presiding officer was the Hon. Charles R. Miller, President of Farmers' Bank, and the address was given by Edward E. Stokes of Trenton, New Jersey, former governor of New Jersey.

SELF DEVELOPMENT OF THE TEACHER

V. J. Gillespie, Bowling Green, Ky.

In the teaching profession there is a wonderful opportunity for self-improvement, for growth and progress in all the good phases of life; for, if one is to be truly successful in this profession, one must come in contact with the great minds and characters of past and present. By constant effort one must build up one's own mind and soul. There are better facilities at the teacher's command for this purpose than are at the command of those whose time is all taken up by making a living at something else.

Advertising a Business College

By HARRY M. BASFORD,

Business Manager of the National Advertising Service Company
1424 Lawrence St., Denver, Colorado

No. 11. The Broad View

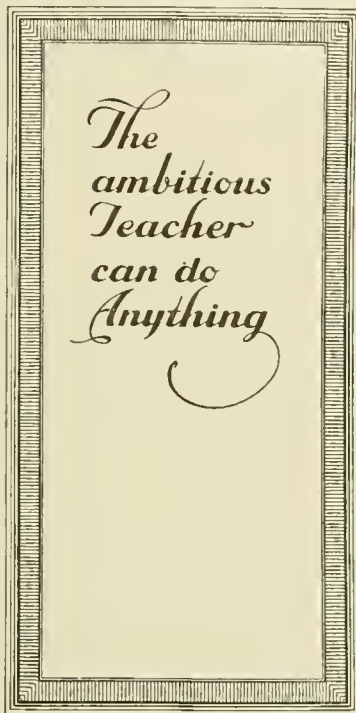
Perhaps you have frequently been impressed, as I have been, with the two aspects or points of view from which anything may be looked at and considered. I call these "The Broad View" and "The Near View" to distinguish them from each other and to describe them.

The same situation applies to business college advertising, and is of considerable importance in planning and carrying on a successful advertising campaign.

It is the near view that most people see, often to the exclusion entirely of the equally important broad view. This near view embraces only the things of the moment—the present. It is concerned entirely with the one piece of advertising being prepared or considered. The near view lacks imagination and vision. It makes no attempt to forecast conditions in the future, even a few weeks or days ahead. The near view is necessarily narrow, selfish and independent. It is often inconsistent, wavering and easily influenced.

The broad view, however, embraces almost everything that the near view does not. It looks at things as from a mountain top; of course it is more comprehensive. It is also imaginative and often prophetic, being able to pierce the future by correctly judging the tendency of the present. It is co-operative, rather than self sufficient, eager to learn and broaden the vision. The broad view seeks out the underlying causes for things and considers the indirect as well as the direct results that may be expected.

As applied more particularly to business college publicity, it is extremely important to take the broad view frequently. If one does not, the mind stagnates and advertising appropriations cannot bring the hoped for results. I have seen advertisers who looked at everything directly before them so closely that they overlooked equally as important conditions which were perfectly obvious to a man looking from the outside.



The wording of the title and the design are both calculated to make a teacher open the folder, of which this represents the first page, and read the argument.

With the proper consideration for the broad view, a piece of advertising is never considered single, but always in connection with what has gone before and what will follow it. With this broad view in good working order, the advertiser is never caught unprepared and rarely surprised. It is a wonderful trainer in good judgment.

Carefully planned and closely connected campaigns bring best results in school advertising. A single piece of publicity, however good, will rarely bring in a large number of paid enrollments. I do not say this to belittle the value of advertising, for I am a staunch supporter of publicity for commercial schools. But I wish to impress the fact that advertising must be followed up; inquiries must be intelligently handled, personal calls must be promptly received, in order to make the initial advertisement that influenced the prospect, successful.

The broad view studies the seasons carefully. Most schools now keep open all the year round or have only a few weeks' vacation in mid-summer. "You may enter at any time" has come to be a common sentence in business college advertising. But every school man knows that there are certain seasons when most of the enrollments are received. The opening of the fall term

in September is the most popular time. The coming of winter brings in more new students. And the term that starts just after the holidays suits many young people.

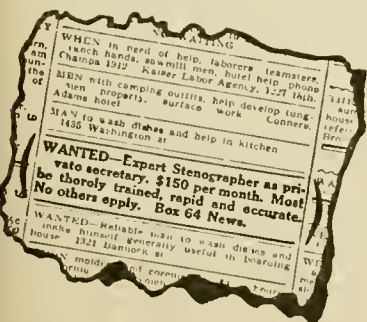
Public school teachers begin to consider a commercial course in the spring and certain ones will enroll for the summer school sessions.

The wise advertiser will carefully plan his advertising to take advantage of all these favorable conditions. The average advertiser in most lines of trade will spend more money on advertising when business is good than he will when sales have fallen off. This has always seemed to be a mistaken idea to me. But conditions in the business college world are a little different. If business is better about September first than at other seasons of the year, it is because conditions are favorable. These same conditions make it favorable to advertise at this time. It is therefore only good judgment to prepare in advance to take advantage of this tide that sweeps toward the business school at certain seasons of the year and to make the most of the favorable conditions.

The successful school advertiser must see his school as the public sees it. This might be called the composite view and it is certainly a broad one, because it represents the impressions of all the people in the territory who think anything about the school. He must study this audience to learn what will appeal to all or the part that it is desired to influence with any certain message.

When you can get the exact view point of your audience, it becomes much easier to produce advertising that is likely to attract and influence a sufficient proportion of people to make the advertising profitable. To get this view point requires a rather close study of human nature in general, particularly vacillating, eccentric young human nature, and an accurate knowledge of local conditions as well. You want to know what young people in general are thinking and doing and how the young people in your particular field are different from the average.

Great progress is being made in the improvement of business college publicity. It is a wonderfully attractive field for the school man to experiment
(Continued on page 20)



The newspaper clipping style of advertisement always attracts attention.



"What can you do?" the gentleman seated seems to be asking the young applicant for a position. This sort of an illustration can often be used effectively in school advertising.



MASTERING THE FUNDAMENTALS OF ARITHMETIC

By THOMAS T. GROFF

Instructor of Commercial Arithmetic, State Normal
School, Whitewater, Wis.
(All Rights Reserved)

Introductory Note. This is the first of a series of four articles to be published in consecutive issues of the *Business Educator*. This number presents the essentials for bringing pupils to a mastery of addition.

Necessity for a mastery of the fundamentals. By a mastery of the fundamentals of arithmetic is meant a mastery of addition, subtraction, multiplication, and division. And when I say, "mastery" I have in mind the doing of the particular thing exactly right within a reasonable time.

It is my firm conviction, based upon years of experience in teaching Commercial Arithmetic and supervising the work of normal school and high school pupils, that the large majority of grammar grade and high school graduates are not masters of the fundamentals of arithmetic. Was the majority of your last graduating class good in figuring? Were the few who were good in figuring good because of your teaching, or good in spite of it? Of how many in your class are you really proud so far as figuring ability is concerned? The majority? If not, why not? They evidently began learning number facts perhaps as low as the second grade, and had experiences with numbers all the way through the next six grades, it may be seven—seven or eight years in all—and, on graduating, have not yet mastered the subject. Again, I say, "Why not?" How much time is needed to bring pupils to a mastery of any given thing? One would think that seven or eight years is enough.

There are many contributory causes to the inefficiency in figuring of our grammar grade and high school graduates. Some may attribute it to lack of drill in the upper grades, to the tendency to pass pupils along whether they have mastered the subject or not, to crowded curricula, to inability to keep up interest in drill work, to poor teaching, to the subject-matter given in our text books, to the emphasis placed on reasoning rather than on drills, or to a dozen other causes that could be mentioned. You ask a Normal School teacher why his pupils are not good in figuring and he will answer that the High Schools are at fault; ask the High School teacher, and he will say that the Grammar Grade teachers did not do their duty; ask the Grammar Grade supervisors, and they will say the Normal Schools are to blame because they do not turn out better teachers. Everybody passes the responsibility on to someone else, and we don't get anywhere. But, someone must assume the responsibility for getting results on this phase of arithmetic, and I think that someone is the High School teacher. The High School teacher is the pupil's last chance. If he does not get it then, he will never

The 900 Possible Combinations

The following exercise contains each of the 900 possible combinations in addition. Add each of the nine significant digits to each of the numbers from 1 to 100, inclusive, as outlined in detail below:

The nine significant digits

1 2 3 4 5 6 7 8 9

The numbers from 1 to 100, miscellaneously arranged.

Row 1	2	5	1	6	3	7	9	4	8	10	Row 1
Row 2	14	11	15	12	16	18	13	19	17	20	Row 2
Row 3	26	22	25	21	27	23	28	24	30	29	Row 3
Row 4	36	33	31	37	35	32	38	39	34	40	Row 4
Row 5	46	41	47	42	45	43	49	44	48	50	Row 5
Row 6	57	52	58	55	59	51	54	60	53	55	Row 6
Row 7	66	64	67	61	65	68	63	69	62	70	Row 7
Row 8	71	77	72	78	73	74	79	76	75	80	Row 8
Row 9	82	81	85	83	86	84	88	87	90	89	Row 9
Row 10	94	96	93	91	99	92	95	98	97	100	Row 10

Drills in Addition

Drill 1. Mentally name the result of adding each of the digits, 1, 2, 3, 4, 5, 6, 7, 8, and 9, to each of the numbers in Row 1. You have now added each of the numbers from 1 to 9, inclusive, to each of the numbers from 1 to 10, inclusive. This is the foundation of single figure addition. Master it before try to add Table I, described below.

Drill 2. Add each of the digits, 1, 2, 3, 4, 5, 6, 7, 8, and 9, to each of the numbers in Row 2. This combines each of the numbers from 1 to 9, inclusive, with each of the numbers from 11 to 20, inclusive. Master both Drill 1 and Drill 2 before trying to add Table II below.

Drill 3. Combine the numbers from 1 to 9, inclusive, with Row 3. You must have the number facts of Drills 1, 2, and 3 memorized before you can add Table III below.

Drill 4. Combine 1-9 with Row 4, preparatory to adding Table IV.

Drill 5. Combine 1-9 with Row 5, similarly.

Drill 6. Combine 1-9 with Row 6.

Drill 7. Combine 1-9 with Row 7.

Drill 8. Combine 1-9 with Row 8.

Drill 9. Combine 1-9 with Row 9.

Drill 10. Combine 1-9 with Row 10.

Scientific Problems in Addition

The following is a set of problems in addition, scientifically constructed to

include each of the 900 possible number facts of addition. If one adds downward the first three digits of the forty-five columns (Table I), he has added each of the numbers from 1 to 9, inclusive, to each of the numbers from 1 to 10, inclusive; if one adds the first five digits, he has added each of the numbers from 1 to 9, inclusive, to each of the numbers from 1 to 20, inclusive (Table II); and so on, if one adds the forty-five columns all the way down, he has added each of the numbers from 1 to 9, inclusive, to each of the numbers from 1 to 100, inclusive (Table X). Thus, this set of problems includes every possible number fact in the whole subject of addition. A mastery of these problems is a mastery of addition.

In using this set of problems, fold down a strip about a half inch wide on the end of a blank sheet; then, again fold, with the first strip inside, into a fold about a half inch wide; lastly, fold again, as before, into a strip about a half inch wide. Then, place the edge of the last fold just under the Table it is desired to add. Add downward, and write the results on the folded sheet. When Section I has been added, unfold the answer sheet once, place on Section II, and add as before. Follow the same method for Section III. The forty-five answers now appear on the same side of the folded sheet.

Section I

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	
	4	2	6	1	8	3	5	9	7	2	4	1	6	3	8	
Table I	7	9	9	4	8	8	6	9	9	5	8	8	6	7		Table I
	2	3	2	6	7	4	6	3	3	1	7	4	8	2		
Table II	9	6	5	5	2	9	3	2	8	5	9	6	5	4	3	Table II
	5	5	4	2	6	5	6	4	1	1	2	2	1	1	1	
Table III	3	9	7	9	8	2	2	8	4	9	9	5	6	7	8	Table III
	1	2	6	3	4	7	5	7	2	6	6	3	8	2	4	
Table IV	9	4	2	5	3	4	7	1	6	8	3	9	4	9	7	Table IV
	2	1	5	4	2	1	4	3	8	4	5	5	3	2		
Table V	9	9	4	9	6	7	9	8	7	9	7	8	3	8	9	Table V
	3	5	8	6	1	9	3	4	4	2	1	1	8	4	3	
Table VI	6	8	3	1	9	2	2	9	3	5	8	4	6	7	5	Table VI
	5	4	8	2	4	7	6	2	1	1	6	3	3	6	1	
Table VII	9	7	9	9	7	6	8	6	7	6	9	8	2	8	9	Table VII
	4	2	1	3	2	3	5	1	2	8	3	6	9	1	3	
Table VIII	2	6	5	8	9	5	1	7	9	3	2	9	4	3	8	Table VIII
	6	7	2	5	3	4	8	9	3	2	4	2	1	5	6	
Table IX	5	1	4	4	8	8	4	2	6	7	9	5	8	9	5	Table IX
	1	8	9	2	4	1	3	4	5	6	3	1	7	4	1	
Table X	8	6	3	7	9	6	9	8	7	3	8	6	2	1	8	Table X



get it. Of course, if the grade teachers did better work, there would be less to do in the high school. The responsibility falls on us all, but it is the problem of the High School teacher to finish the task, to see that the pupil is really a master of the subject. There is no justification for accepting a taxpayer's money for the maintenance of a good school, and then turning out an inefficient product as a reward. Business men would much rather have pupils skilled in the fundamentals than to have them informed on special topics.

Now, is it not true that if we know what to teach, and then actually teach it, the pupil will get it? We must see that he does get what we teach. Starting with this fundamental principle, that we must know what to teach, let us see what is necessary in order to bring our pupils to a mastery of addition.

What a mastery of addition involves.

Ability to add a column of figures readily, involves ability to add mentally any one of the digits, 1, 2, 3, 4, 5, 6, 7, 8, or 9, to any of the numbers from 1 to 100, inclusive,—900 combinations in all. For example, suppose we are required to add the column at the left. Adding downward, the pupil must know that 2 and 3 are 5; that 5 and 8 are 13; that 13 and 4 are 17; that 17 and 5 are 22; etc. If he has these results committed to memory, he can go down the column, adding one figure at a time, naming results only; thus, 5, 13, 17, 22, 29, 35, 38, 47.

This problem involves a knowledge of only 8 different number facts. If the column were longer, the pupil would have to add other digits, giving still greater sums. Now, the only digits that the pupil is ever required to add to some other number are the digits, 1, 2, 3, 4, 5, 6, 7, 8, and 9, and the only numbers to which he mentally adds these digits are the numbers, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13,—27, 28, 29,—43, 44,—75, 76,—97, 98, 99, and 100. Adding each of the numbers from 1 to 10, inclusive, to each of the numbers from 1 to 100, inclusive, gives rise to 200 different combinations of numbers, with which the pupil must be familiar in order to be able to add mentally any column. When the sum goes beyond 100, the hundred's figure is dropped in naming the results, and the combinations involved from then on are the same as those used in adding up to 100. Hence, it is necessary only to know the 200 combinations mentioned above.

Section II

	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	2	2	3	3	3	3	3	3	4	4	4	4	4	4	4		
	5	7	2	4	3	1	6	5	7	2	1	4	3	6	5		
Table I	8	6	9	7	6	7	9	6	9	9	8	7	6	8	8	Table	I
	3	2	4	5	5	9	2	3	1	4	4	5	5	1	1		
Table II	9	4	7	9	9	4	7	8	6	8	7	9	8	7	4	Table	II
	2	7	2	2	3	3	1	4	2	3	5	1	1	4	3		
Table III	5	6	6	4	6	8	4	7	5	1	3	3	4	9	6	Table	III
	3	2	5	5	1	4	5	1	4	7	1	6	9	1	8		
Table IV	6	6	9	3	8	2	7	5	9	4	8	5	5	6	9	Table	IV
	7	1	3	6	3	6	6	7	3	8	7	4	3	2	2		
Table V	9	8	6	5	5	7	8	8	6	7	9	7	6	4	5	Table	V
	1	4	2	2	2	5	1	3	5	1	2	4	2	7	1		
Table VI	4	9	4	7	7	9	4	9	7	3	5	7	7	6	6	Table	VI
	3	2	5	1	9	2	2	1	2	8	1	4	6	3	3		
Table VII	5	7	4	8	5	4	6	7	4	5	8	3	3	8	9	Table	VII
	7	4	1	4	1	1	5	2	5	2	3	2	1	1	4		
Table VIII	4	8	9	7	8	6	7	5	3	6	5	9	8	4	8	Table	VIII
	1	1	3	8	4	5	6	3	1	1	2	5	4	7	1		
Table IX	8	6	9	3	3	7	9	6	9	8	9	6	9	9	7	Table	IX
	3	5	2	6	2	4	2	5	4	3	7	2	2	3	6		
Table X	9	7	7	8	9	8	4	7	8	9	9	9	5	6	5	Table	X

Section III

	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45		
	5	5	5	5	5	6	6	6	6	7	7	7	8	8	9		
	2	4	1	5	3	2	4	3	1	2	1	3	2	1	1		
Table I	5	7	7	2	5	4	1	5	4	3	3	5	4	2	3	Table	I
	8	1	2	6	1	7	3	2	5	1	2	1	1	4	6		
Table II	1	6	9	3	7	6	8	6	7	8	9	8	7	8	5	Table	II
	3	2	6	8	9	3	7	8	7	6	4	4	5	3	1		
Table III	8	9	8	9	5	9	8	7	6	5	7	7	9	8	7	Table	III
	4	4	1	2	3	3	1	2	2	3	1	5	3	1	2		
Table IV	9	8	7	7	6	8	7	6	5	9	8	9	8	8	7	Table	IV
	5	4	1	2	1	1	2	1	3	2	4	1	1	6	9		
Table V	2	1	8	5	7	4	6	5	8	6	9	3	3	2	4	Table	V
	6	6	3	4	5	5	7	7	1	1	2	6	2	3	3		
Table VI	8	5	5	9	9	7	8	6	8	8	6	8	9	9	8	Table	VI
	1	2	4	3	2	4	1	5	5	7	3	1	4	7	5		
Table VII	7	9	9	2	6	9	7	8	3	4	5	5	8	6	1	Table	VII
	6	6	2	4	5	2	4	1	8	5	7	7	3	3	6		
Table VIII	7	8	7	9	7	6	8	4	6	7	6	9	5	9	9	Table	VIII
	1	3	4	3	2	3	1	2	5	6	2	1	7	2	4		
Table IX	8	6	7	6	7	8	3	7	7	8	5	5	2	4	9	Table	IX
	3	1	2	5	5	1	8	1	2	1	7	4	6	3	1		
Table X	5	4	6	7	8	5	9	9	4	3	4	2	5	6	7	Table	X

Time Table for Scientific Problems in Addition

The following indicates the time for each of the different tables in addition for first year high school pupils. See what you can do. These results are based on actual statistics covering several years' work.

(Time given in minutes and seconds)

	Excellent	Average	Poor
Table 1 (45 columns, 3 figures deep).....	:45	1:08	1:30
Table 2 (45 columns, 5 figures deep).....	1:30	2:15	3:00
Table 3 (45 columns, 7 figures deep).....	2:15	3:23	4:30
Table 4 (45 columns, 9 figures deep).....	3:00	4:30	6:00
Table 5 (45 columns, 11 figures deep).....	3:45	5:38	7:30
Table 6 (45 columns, 13 figures deep).....	4:30	6:45	9:00
Table 7 (45 columns, 15 figures deep).....	5:15	7:53	10:30
Table 8 (45 columns, 17 figures deep).....	6:00	9:00	12:00
Table 9 (45 columns, 19 figures deep).....	6:45	10:08	13:30
Table 10 (45 columns, 21 figures deep).....	7:30	11:15	15:00

Note: A scientific presentation of the subject of subtraction will be given in the next issue.

NEW POSITIONS FOR TEACHERS

Rosa Lena Kunkle, High School, Elm Grove, Wheeling, West Virginia.
 Clara Williams, High School, Charleston, West Virginia.
 Julia Townsend, High School, Lakeland, Florida.
 W. V. Denning, High School, Corry, Pennsylvania.

Sadie L. Funk, Y. W. C. A., Baltimore, Maryland.
 Pearl Stuchell, Drake Secretarial College, Jersey City, New Jersey.
 Fred Thacker, McCormac School, Chicago, Illinois.
 Lila Gray Harris, Wiley's Mountain City Business College, Chattanooga, Tennessee.
 Ethel Bryan, High School, Lake City, Florida.

Miss Nympha D. Nichols, High School, Dawson, Minnesota.
 Pauline Sexton, Brandon-Stevens Institute, New Brighton, Staten Island.
 C. H. Burris, Platte Valley Commercial College, Scottsbluff, Nebraska.
 Mary Davidson, High School, Belington, West Virginia.
 Ford Reynolds, Brantley - Draughon Business College, Fort Worth, Texas.



Beacon Lights of Penmanship

Some Notes on "A Century of Penmanship in America"

By HORACE G. HEALEY, A. M.
120 East 184th St., New York City

THE GOLDEN ERA—1870-1890

Daniel T. Ames

Notwithstanding the large number of very able men who were engaged in commercial education during this era, a few, because of their enthusiastic professional spirit, broad vision, and scholarship, occupied positions of unusual prominence. Among these there come to mind such names as: Robert and Henry Spencer, Ira L. Mayhew, E. G. Folsom, E. R. Felton and S. S. Packard.

Closely associated with this group and occupying for more than fifty years a position of confidence and respect was Daniel T. Ames, pen artist, hand-writing expert, author, and editor. Mr. Ames was a Vermonter by birth, the year, 1835. At the age of sixteen, he entered Chelsea Academy, graduating in 1854. While at this school he received instruction in penmanship from the two most efficient teachers in the state, S. L. Lyman and O. W. Smith, who belonged to the Duntonian school of writing. In 1854 he entered the Academy at Topsfield, Mass., where he continued his studies, at the same time being employed as instructor in penmanship at this institution. He remained at Topsfield until 1858 and then returned to Stafford, Vt., to pursue the study and practice of law in the office of Judge Cobb of that city. After two years in the law office he went to Oswego, New York, to pursue a commercial course, feeling that a knowledge of accounting and kindred subjects would be of value to him as a practicing attorney. He was also engaged as a teacher of penmanship in the commercial school at Oswego. He remained there for two years, and then in 1861 he organized at Syracuse, New York, "The Ames National Business College." This school was continued until 1868, when it was absorbed by the B & S "Chain".

So far as has been learned Mr. Ames was the first school proprietor to organize a shorthand department as a separate unit in a business school. Among his early students was W. O. Wyckoff, who later became famous as a member of the firm of Wyckoff, Seamans & Benedict, manufacturers of the Remington Typewriter.

After disposing of his school at Syracuse he resumed the practice of law, but the call of penmanship and commercial education was too strong to resist, and in 1870 he came to New York to open a studio of pen art. For a short time he was associated with Mr. H. W. Ellsworth in preparing and publishing "The Ellsworth System of Penmanship," which at that time was widely used in the public schools of New York City. The Ames Studio at once assumed a position of great favor among the business men of the

Metropolis. From it there developed four separate departments: (a) The engrossing and illumination of resolutions and testimonials; (b) The designing and engraving of diplomas and illustrations for advertisements; (c) The examination of questioned hand writing; (d) The publication of penmanship literature comprising compendiums, copy slips, and the widely known magazine "The Penman's Art Journal," which for forty years maintained a position of great influence among the commercial schools of America.

The branches devoted to engrossing resolutions and engraving diplomas are still in operation under the efficient business and artistic direction of Mr. Charles Rollinson, who was associated with Mr. Ames almost from the beginning.

It is very likely that Mr. Ames' fame as a hand writing expert will endure longer than will the memory of his career along other lines. His broad education in literary and legal lines coupled with his inherent honesty, as well as



DANIEL T. AMES

his skill as a penman, eminently fitted him for the calling which he honored, and which in his later years was to prove very successful in a business as well as a professional way. From the time when he first came to New York his services were sought by banks, public officials, and members of the legal fraternity to determine the genuineness of signatures appearing on disputed documents of all kinds.

Among the celebrated cases in which he was a chief witness were the James G. Fair Will Case of San Francisco; the A. J. Davis Will Case of Butte, Montana; the Morey Garfield letter which aroused great public interest during the Garfield campaign for the presidency; the Cadet Whittaker case, of

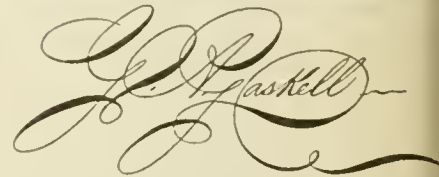


Photo and signature furnished by W. E. Dennis, Brooklyn, N. Y., to whom our thanks are extended. They came too late to be used in the December number, in connection with the article.

West Point, and the Dr. Kennedy and Roland B. Molineux murder cases.

In 1899, he published his celebrated work "Ames on Forgery," which was accepted at once by the legal fraternity as an authority.

Mr. Ames removed to California in 1897 to make his home during the remaining years of his life in the beautiful little city of Mountain View. Here he purchased a beautiful home and a large business block.

His family consisted of his wife and two children, a son and daughter.

He passed away in the seventy-fourth year of his age, full of years and honor and with the love and respect of all who knew him.

NEW POSITIONS FOR TEACHERS

- Clara Barton Sweeney, High School, Harpers Ferry, West Virginia.
- Edith Dills, Lebanon Business College, Lebanon, Pennsylvania.
- Mary Kern, High School, Laurel, Maryland.
- James L. Allen, Metropolitan Business College, Aurora, Illinois.
- J. B. Mitchell, Mobile Business College, Mobile, Alabama.
- Lucy Chapman, Drake College, Newark, New Jersey.
- Margie Kelley, Oberlin, Louisiana.
- William Howard, Drake College, Newark, New Jersey.
- Lillian McGlasson, Atlantic City Business College, Atlantic City, New Jersey.
- J. Hollace Mayes, High School, Harrisonburg, Virginia.
- Sadie Mayhew, High School, Frankfort, Kentucky.
- Helen Feuchter, High School, Clearfield, Pennsylvania.



AMBITION TALKS

By Harlan Eugene Read

President Brown's Business Colleges of Illinois



PROGRESS DEMANDS CONSTANT GROWTH AND BETTER ORGANIZATION

Growth is not a struggle to avoid work.* It is a struggle to eliminate useless work in order to do better things.

When life is an effort to avoid work we have the tramp. When it is to avoid useless work we have the captain of industry.

The most valuable man in any business is the one whose labor it is to save the economic waste and make the work of every laborer produce its utmost for the time occupied and the materials used.

To make 100 busy men do as much as 300 busy men did before is a wonderful task. It requires an Edison, a Bell, or a James J. Hill; and such men as these are hard workers.**

They are usually either inventors or organizers. When you want a real business system, go to a busy organizer who has mountains of work to do and wants to save time.* Good systems seldom create more work. They reduce the amount of work that is being done and get a better result. That's why they are good systems.**

Sometimes it is necessary for a system to create work where it has been neglected. But usually a business system makes one blade of work grow where two grew before.

To discover an easier way to do things is rarely if ever accomplished by lazy men. Invention is a chronic disease and system is a passion.* To eliminate labor is a science, and the true scientist is not content with one discovery.**

It was a systematizer who eliminated the day book from bookkeeping and

reduced posting to a minimum by inventing the controlling account.

When men eliminate labor to gain ease, they decay and fail. When they do it to gain efficiency and reduce profitless motion, they succeed. Efficiency is the true goal of elimination; and business systems are originated by men who want to do more business.

A system of cost accounting means many hours of labor; but its result is the kind of knowledge that enables a merchant to rid himself of what is unnecessary so that he may do effectively the things that pay.* An invention may throw a thousand men out of work, but it compels them to become adjusted to a new and better condition, and in the end leads to efficiency.

SUBDIVISION OF ACCOUNTS

A very important principle in bookkeeping is this: The various accounts showing the losses and gains of a business may be subdivided indefinitely.

For example, the single account with Merchandise may be divided into Merchandise Purchases, Merchandise Sales, and Merchandise Inventory. If desired, each of these three accounts may be further subdivided. Instead of Merchandise Purchases, we might have Drygoods Purchases, Shoe Purchases, Notion Purchases, and so on.

Another example is the expense account which may be subdivided into Sales, Rent, Light and Heat, Selling expense, and as many more accounts as are thought desirable.

This subdivision of accounts offers some advantages. It enables us to determine more exactly the loss or gain on each line of goods handled, and the

expense for different departments, and thus to control the business more exactly.

There are also manifest disadvantages in such subdivision, the principal one being that it makes more work for the bookkeeper, requires more accounts in the ledger, etc. There is also a danger that in the more minute subdivision of accounts, the general trend of the business will be lost sight of.

The extent to which accounts are to be subdivided in a given business must be decided by the manager of that business. Neither is it a thing that can be decided once for all. The accounts that are found necessary for this year may not be suitable for next year, although in comparing the business of one year with that of another, it is convenient if about the same accounts are kept.

The point the student should understand is that there is nothing sacred or fixed about the number of accounts kept in the ledger, or their names. It may be correct for one business to keep an expense account and charge to this all items of expense, while another business may require separate accounts for the different items such as rent, office salary, officers' salary, janitor, office supplies, postage and so on.

—Editor.

Kenneth R. Willard, a student of the Rochester Business Institute, won second place and a silver medal in the International Novice typewriting contest, New York, by writing one hundred words a minute for fifteen minutes. Mr. Willard began his study of typewriting after September 1st, 1921, and has been carrying other subjects as well as typewriting.

Harold W. West, penman in Rider College, Trenton, New Jersey, sent a second list of sixty-two subscriptions. New Jersey now receives more copies of the BUSINESS EDUCATOR than any other State in the Union, and much of the credit for this splendid record is due Rider College.



Photo taken July 15, 1922. Mr. Hall had to run to get to the end before the camera did.

A Little of Everything

By CHARLES T. CRAGIN
Holyoke, Mass.

A VERSATILE GENIUS

The young man had come from the West. At Omaha he had purchased a wardrobe that was going to astonish the natives, for young Theodore Vail, twenty-seven years old, was going East from Waterloo, Iowa, the Vail family home, to marry a young lady of Newark, N. J., and this was his wedding outfit, safely packed in a brand-new trunk. There was in this outfit everything that the occasion called for, for young Theodore was handsome and he liked to show off, and now the entire Vail family were gathered around him to witness splendors to be revealed when the trunk was opened. He unlocked it, threw up the cover and gazed upon, a jack plane, a center-bit, a T-square, a hammer, a set of chisels, a key-hole saw and a complete outfit of carpenter's tools.

In the village of Waterloo, in a back street, Mr. McGinnis, an able bodied carpenter, said to his wife, "It's just back from Omaha I am and I got three months' pay and I bought meself the finest outfit of carpenter's tools ye ever saw; get the childer and I'll show them to yous." And they gathered around and he opened the trunk and beheld—a ruffled shirt with pearl buttons, a pair of light striped trousers, a Prince Albert coat, a figured satin waistcoat, lavender silk socks, a pair of patent leather shoes and a red, white and blue tie. The language of Mr. McGinnis when he beheld the wedding outfit, and the language of Theodore Vail when he discovered the set of carpenter's tools was loud and lurid. You see there had been a mix-up in the trunks. Trunks didn't vary much in appearance in those days. The baggage checks had got mixed up somehow at Omaha with the result that Mr. McGinnis got Vail's trunk and Vail got the trunk of Mr. McGinnis.

It required some hustling around, some rapid action to restore the equilibrium, but Theodore Vail went East and married his second cousin, Emma Wrighter, and they lived together very happily for a good many years.

And now just a bit about this young man Theodore, "Theo" as he was affectionately called by everybody who knew him. An Ohio boy was Theodore Vail, and he made his first appearance in the year of 1842 right in mid-summer, which might account for the warm disposition he showed all through his busy life. He went to school, like other boys, but he didn't care much about it, and in the meantime the family had moved to Morristown, N. J. The lad was good in mathematics but didn't

rank high in anything else, but he read a good deal, and the stories of boys who succeeded in business appealed to him just as such stories appeal to boys now. He went to work in a drug store and in this drug store the American Magnetic Co. had a telegraph machine, and he found the click-click-click of the magnetic machine much more interesting than putting up prescriptions, and so, at the end of two years of his service, he knew a good deal more about telegraphy than he did about drugs. Then he made up his mind he would be a doctor and started to study medicine; and then the war broke out and he decided he would be a brigadier general but his father wouldn't let him, for he wasn't old enough to get out of his father's control. At twenty he was holding a position in a telegraph office in New York City. At the end of the Civil War he joined the great tide that was going West.

Going West

At fifty-five the elder Vail, who had never made much of a success at anything, decided to go West, and on the Iowa prairies make a new start. He bought a tract of land near the town of Waterloo in the rich agricultural state of Iowa, and Theodore went along. Farming didn't appeal to the boy, but he was a star baseball player.

At twenty-five young Vail was teaching school in an Iowa country town, and when his school closed in the month of March in '67 he went back to the telegraph office and was given the night trick in the office at Pine Bluffs, Wyoming. Pine Bluffs was a decidedly pioneer station. They were building the Union & Central Pacific R. R. at that time, and Pine Bluff was near the end of the line going west from Omaha. Beans and salt pork were the staple ration and the wife of the section boss cooked for them, but she left and then they got a man to cook, but there was more danger from his cooking than there was from the Indians and so, finally, Vail was chosen to cook, and it was in this little frontier post that he developed the talent for cooking which made him a very delightful host after he became a millionaire and entertained his guests at banquets where he himself was chief cook.

At Pine Bluffs he became acquainted with some boys connected with the U. S. Mail service, and it seemed to him that they had a jolly time. They spent at least a part of every month in Omaha and their pay was better than his, so he decided to try for a position in the U. S. Mail service and got it, becoming a route agent as they called them at that time. The salary at the beginning was \$900 a year and it was finally advanced to \$1200.

The run from Omaha was about 1100

(Continued on 2d following page)



W. S. Ashby, the Kentucky Colonel shown above, is Business Manager of Bowling Green Business University and Continental Employment Agent of Bowling Green, Ky. As such he is known to thousands of persons throughout the United States—former students of B. G. B. U., teachers who have been helped to secure positions through him, and school officials who have applied to him for teachers.

Mr. Ashby was reared "on the banks of the Wabash" near Vincennes, Indiana. He secured his first schooling at a country school. At corn husking time he would rise at four, husk corn until eight and go from the corn field to school.

At sixteen he received a diploma in bookkeeping but he thinks now he did not deserve it because his handwriting at that time was very bad. He resolved to improve it and after a hard day's work in the harshest field would practice penmanship at night.

Less than a year after the Zanerian was established Mr. Ashby enrolled and later returned for another period.

By the time he had finished the work in the Zanerian his penmanship was so much improved that he secured a position as an engrosser of army records for Civil War veterans. Then followed several years of actual business experience in various lines of work, including bookkeeping, general office work and traveling as a salesman.

The call to the teaching profession was too strong to be resisted. He resigned an office position to teach bookkeeping and penmanship in Southern Indiana Normal School, where he taught three years. Then he accepted a similar position in the Alamo City Business College, Texas. About twenty-five years ago he came to Bowling Green to take charge of the special penmanship department of the Bowling Green Business University. A year later he became head of the Bookkeeping Department, and for the past sixteen years he has been business manager of the school and Superintendent of the Bookkeeping Department.

Mr. Ashby has been a familiar figure at the meetings of the National Commercial Teachers' Federation for many years. He was secretary of the Business Teachers' section during the year 1904, Vice Pres., 1905, and President, 1906.

LEARNING TO DICTATE

A Series of Lessons in Dictating Business Letters, for Men and Women who Expect to be Important Enough to Have a Stenographer

Instructions from a series of "Better Letter Bulletins"
Published by Thos. A. Edison, Inc. Exercises by the Editor

SHORT SENTENCES FOR BUSINESS-LIKE LETTERS

By George Burton Hotchkiss, M. A.,
Professor of Business English, New
York University, School of Commerce,
Accounts and Finance

(By permission of Thos. A. Edison, Inc.,
Orange, N. J.)

Occasionally you receive a letter that is filled with long, involved sentences (like the one you are reading now) in which phrase is piled on phrase, and word on word, and idea on idea—often with only remote relationship between the ideas—until the meaning is almost entirely hidden; or if by some miracle that danger is averted, the seemingly endless task of reading wearies your mind and memory and tempts you to chuck the whole thing into the waste basket without spending further effort on it.

Long sentences have their uses. Ruskin and Macaulay were able sometimes to indulge in them without sacrificing intelligibility. For most of us, however, they are unsafe. They certainly are not business-like.

Not that it is always business-like to be in a hurry. Nor is hurry always business-like. But ordinarily it pays to deliver your message with all possible speed. The long sentence doesn't deliver. It strains the reader's attention. It tires him. It is often obscure. Even when it contains one idea only it puts him to the time-wasting task of digging the idea out. At best it makes the message lag.

Speed demands short sentences. They have life and sparkle. They move. They carry the reader along, instead of requiring him to carry them. They show that you have formulated your ideas in advance and have organized them so that they are easy to grasp.

There are, of course, exceptions to this as to all other rules. Short sentences are not always suitable. The crisp effect they give is sometimes dangerously near curttness. Where a smooth conciliatory tone is needed, short sentences may defeat your purpose. But the more common and serious danger is that of undue length.

The short sentence habit is worth cultivating. It leads to clear thinking. It leads to thought-out, straight-to-the-point letters that impress their message quickly and unmistakably.

Long Sentences

Compare these two letters on the same subject, and note the difference:
Dear Sir:

In regard to the connecting bar on your order No. 10001, would say I had made fairly good progress on it and had it at the hardening place and could not give any information on delivery date until I saw how it came out of the hardening, as they had bent it before, so after it had been straightened out and hardened again, it came back in a condition which wasn't encouraging, so I called up the Smith Company and was requested to bring it in so they could see what condition it was in, so I have to make a new one instead and if everything turns out favorable, I will try to get it in inside of fifteen days and will try to do it sooner and trust that this will be satisfactory to you.

Yours very truly,

M. J. Edwards, President of Platte Valley Commercial College, Scottsbluff, Nebraska, reports two new teachers in his school this year. Mrs. Grace E. Richardson, a student last summer in Gregg School, Chicago, is a new teacher of shorthand, and C. H. Burris, Region, Kentucky, a graduate of Bowling Green Business University, is a new teacher of penmanship and accounting. A resolution engrossed by Howard E. Miles of the McIntyre Studio, Provi-

Letters to Write

5

Examine the letters you have written in this course, and notice whether any sentences are too long. If so, correct them.

Rewrite the following letter:

"You will surely not want to miss the next meeting of the Civics Club, for we are to have as the chief speaker Mr. Manley, who always gives us something interesting and instructive as well. You will remember also that at this meeting the question of policy for the next year is to be discussed, and it is important that we shall decide to devote our attention to matters along the lines indicated by our name. To go along as we have been doing, discussing various literary and scientific topics, would be to turn aside from the purpose for which the club was founded, and I hope you can be there."

COMPARE:

Short Sentences

Dear Sir:

My report on the connecting bar on your order No. 10001 has been delayed until I could give you definite information.

At the time you inquired, I had made good progress on the bar, and had it at the hardening place. It had previously been bent and straightened again. For that reason I wanted to see how it came out of the hardening before I promised any delivery date.

When it came back from this hardening its condition was so unsatisfactory that I called up the Smith Company and later brought it in for their inspection. They decided that I should make a new bar.

If everything turns out favorably, I shall deliver it within fifteen days—possibly sooner. I trust this arrangement will be satisfactory.

Yours very truly,

dence, Rhode Island. Mr. Miles is a nephew of W. E. Dennis, one of the best known engrossers in the country, and as this resolution will testify, he is a not unworthy follower of his illustrious Uncle.

I have been a student of the "Educator" the past twenty-five years and don't see how I could very well get along without it.

W. T. LINDSEY, Henderson, Tenn.

Ability to speak good English is the only general accomplishment which is considered more important in school, business and life than the ability to write good English in an easy, legible, enduring style such as you are now striving to master.

20th Century Bookkeeping^{AND} Accounting

CRAIN

(Continued from 21 preceding page)

miles West and it took six days to make the round trip, 400 miles a day, then they had a lay off of a week in Omaha. He greatly enjoyed this life with its constant changes, excitement of hostile Indians, great herds of buffalo, thousands in number, sometimes stopping the trains. There were so many of these buffaloes that they rubbed down the telegraph poles, and the company had to put spikes in them to keep the animals away. It was at this time that the young man decided that two could live as cheaply as one and went East to get his bride. They lived two or three years in Omaha and during that time the young man developed what had not been thought of before, the sorting of letters on the trains. The government's attention was attracted by this work, and he got a summons to go to Washington.

The U. S. Mail Service

The American Railway Mail Service is an immense institution, now employing thousands of skilled workers who accurately sort and deliver all kinds of postal matter, but at that time it was a crude affair. Letters got there some way, in time. If you sent the letter from the East to Kansas City it headed West and got there after a while, but there was no particular attempt to send it over the shortest route. When Vail became mail clerk, there was nothing to resemble the railway post office of today. It was this branch of service that he developed. Business men liked it and so he was called to Washington and made assistant to the first superintendent of mails, Mr. Bangs. Bangs was not greatly impressed by this breezy, rather boisterous young fellow from the West and he said to Superintendent Stuart who had brought him East, "Jim, why did you want to put that fellow on to me?" "Wait a little," said Stuart, "and you will see." A few weeks later Bangs said: "Jim, Vail is the best man I ever saw, and I am going to make his assistant general superintendent by and by." The two men worked together splendidly. Vail worked himself almost to death but he built up a most efficient railway mail service.

Vail enjoyed life greatly at Washington. His wife was a good companion, who tried her best to make their home a happy meeting place to the young men connected with the mail service. They were always hard up, but anybody was willing to lend money if he had it or to borrow if he hadn't any. They had a very happy time, but the salaries were small and there wasn't much chance for advancement.

Connect T. N. Vail with Bell Telephone

Now came an important period in the life of this liveliest of business men.

He met Gardiner Hubbard, the father-in-law of Alexander Graham Bell. Gardiner Hubbard was one of the committee chosen to investigate the U. S. railway mail service and to do this he made a tour of investigation which was under the charge of Mr. Vail, head of the U. S. mail service. Hubbard carried his pair of telephones with him wherever he went, and when they stopped he explained these telephones and gave exhibitions to the great wonderment of the natives everywhere.

Vail's interest was aroused. He was always eager for new things, and the wonder of the telephone captured his fancy at once. He could see tremendous possibilities, and if there had been any money in sight he would have given up his position in the mail service and entered the employ of the Telephone Company then, but it was not until 1878 in the early spring that Vail decided to throw in his experience and business skill with the new company and resigned his position as superintendent of the mail service, to become general manager of the Telephone Co. with a salary of \$3,500 the first year



Miss M. Florence Turner, Director and Teacher of Penmanship in the Senior and Junior High Schools of San Diego, California. Miss Turner has made splendid preparation for the work she is now doing, being a graduate of the State Teachers' College, Winona, Minnesota, and having had several years' experience as a primary teacher, and three years' experience as a supervisor of penmanship in city schools. She attended our Chicago Summer School in 1921, and took up her work in the San Diego High School the following September.

Miss Turner is a well educated, cultured and refined young lady. She is a skillful and enthusiastic teacher of the Zaner Method and is making a splendid success of her work in the San Diego Schools. Two of her pupils were awarded a dozen cards each in the Penmanship Contest held by the B. E. last year.

and \$5,000 the second year, if he could get it. The if was a big one. He probably never did get it. For several years his salary came piece meal, whenever there was any money, and there generally wasn't any. But he was sure there was millions in it. He borrowed all the money he could get and bought all the stock he could, and urged all his friends to go in, but the friends were not so enthusiastic as Vail. Hubbard was known to be a visionary man, he could see millions in anything in which he was interested, so very few of these friends of Vail were lucky enough to follow his advice and buy telephone stock.

This time Vail was right. He was thirty-three years old and at his best when he gave up his position to become general manager of the telephone company of New York, and he at once established friendly relations with Edison who was chief of the Western Union patents claimants.

By mid-summer the Bell Telephone Co. had been organized with a capital of \$450,000 and Vail was general manager. The Bell Company brought suits against the Western Union and showed that company that the courts would sustain the patents of Mr. Bell, so the Western Union settled up and the Bell people were now in position to go ahead. But there was lack of capital, great looseness of management and tremendous waste for lack of head work, at the top. But the top now had a head in Theodore Vail, and no better business head ever came to any service. Results were at once accomplished, order grew out of chaos, and as soon as it was shown that dividends would be paid there was no lack of capital, for buyers were ready to take the stock. The Bell Company had become the National Bell Telephone Co., the main office was transferred to Boston, and the stock which had been selling around \$50 in the spring had advanced to \$100 then to \$200, \$300 and finally in November, 1879, it soared to \$1000.

With stock at \$1,000 a share Hubbard, Bell, Vail, and all the others who were on the inside saw their dreams come true. They were rich. Vail had bought all the stock he possibly could and he found himself quite a wealthy man. They called him a millionaire, though he probably did not reach that figure. At 35 he had reached a place of power far beyond his wildest dreams, and he went to Boston with money enough to live in the style he wanted. It was no mean style, for he liked to entertain lavishly. There were smart carriages in the stables, and he was having lots of fun but lots of work too, for he was really head of the big enterprise.

He always had a liking for new inventions, especially if they were going to do big things. And now began experiments in long distance. Thus far



the telephone had been used only within the limits of towns and cities but they began to reach out, and a line was built from Boston to Providence to see if it were possible to communicate that immense distance of 40 miles. But it didn't work; all they got was a confused jumble of sounds. The trouble was in the common iron wire that was used. Then a hard drawn copper wire was invented and long distance telephony was an accomplished fact. It took some time to get a system of wires that would carry speech over the 225 miles between Boston and New York, and it was hailed as a great achievement when it came. They made much more talk about it than they do now about a message to San Francisco.

After seven years of service Vail gave up his position as manager of the American Bell Telephone Company to take the management of the further development of the long distance line. He didn't care to work so hard as he had been working. His health had suffered and he bought 250 acres of land in the town of Lyndonville, Vt. He called this place Speedwell farm, stocked it with horses and cattle, and every year as long as he lived he came back to this farm in summer. He loved it very dearly, and it grew to be an immense country estate of more than 1,000 acres. He spent much time driving about the country getting acquainted with all the country farmers and their wives and children. About 1888 he lost pretty much all he had. He became interested in a big scheme which, on paper, was the greatest thing ever. It was a plan for furnishing heat from a great central station to any one who wanted it all over the city. By a system of pipe lines extending from this central point the householder could have as much heat as he wanted by simply opening valves and letting on the heat—no bother with coal, ashes, dirt and dust. On paper it was great, and when it was known that Theodore N. Vail was at the head of it the stock sold for \$200 a share, but when you came to make the thing work it was a dazzling failure. It took about all the money Vail had to buy up the stock that had been sold, for that's what he did as soon as he saw that the thing was a failure, and so his fortune accumulated so rapidly went much more rapidly, and it left him as poor as when he first entered the service. But he was not yet 45, and like the Salvation Army he believed that a man was down sometimes but never out until he is dead, and he went at it again to make another fortune. He had a block of stock in a gold mine somewhere out West. It had long since been considered worthless but just at this time they struck a paying vein and that gave him money to begin again. In the Argentine he took up electric lighting and electric power and telephone service and made another fortune in a very short time. He came back to America in two or three years on his feet again financially.

Speedwell farm had grown enormously. Friends from the city, men of wealth, scientists, educators, all came

there, but his special delight was to get boys and girls from all over Vermont to come to the farm. They had treats and I don't know what all. He brought them from 20 to 30 miles around and gave them really good times and got them interested in the raising of blooded stock of every kind and improved methods of farming. The Lyndonville High School grew into a great vocational school where scientific farming is taught, and the boys and girls have a chance to do practical work and earn money on the great Speedwell farm.

Then his wife who had been in rather feeble health died during one of his business trips in Europe and two years later their only child, a young man in Yale, died of typhoid fever while his father was again absent, and he was left with nothing in particular to occupy his active mind.

It was in 1906 that Theodore Vail again took charge of the American Telephone & Telegraph Co., as it had come to be called, for it had long since taken over the Western Union, which was a very small affair compared with the gigantic telephone business that had developed. Long distance had reached Chicago, and in 1915 it crossed the continent. Vail took up the improvement of the service all over the country. One of the first big things he encouraged was the telegraph night letter. There was comparatively little for the operators to do after six o'clock when the day's business was over, so the fifty-word night letter came into use and has been a popular feature of the telegraph service ever since.

The pay of telephone operators had been very small. Almost any kind of girl was considered good enough to say "Hello" and "Will you please excuse us," and "Number please," but Vail began a course of education for these girls and in a short period of time their wages was increased one half.

All of his spare time was spent in urging the young people of Vermont and neighboring states to improved methods of farming, especially stock raising. Holsteins, Jerseys and other blooded stock began to take the place of grade cows that cost just as much to keep, and didn't produce half so much. For several years we have had what is known as the New England States Exposition at Springfield, Mass. As many as 100,000 people are sometimes present in a single day of this exhibition, which lasts a week.

Camp Vail is one of the most prominent features of the great show. In this camp which extends over a large territory is a great exhibition where boys and girls of the New England States show what they can accomplish. There is a camp ground for boy scouts and another for girl scouts. These organizations have largely grown out of the educational enterprises of Theodore N. Vail, who gave his great 2,000 acre farm with all its stock and equipment to the state of Vermont to be used as an educational institution, with a single condition that the state keep it suitably cared for. This has not been a success for some reason or other, probably too

much politics. Vail did a tremendous work for the agricultural interests of New England while he kept up his great telephone and telegraph activities.

There came the development of wireless telegraphy and the wireless telephone. At first all sorts of wild stories were told about the latter. It was going to be possible for every one to carry around one of these wireless telephone transmitters in his pocket and talk to anybody and everybody anywhere and everywhere. Of course, that was an absurd idea, for how could the connection be established, if the talking were possible, but it was up to the American Telephone & Telegraph Co. to investigate this new discovery and see how much there was in it. Their engineers said after investigating the wireless telephone: "Give us \$125,000 to experiment with and we will talk across the Atlantic; for twice that amount we can do more." The directors of the company at once voted \$250,000 for experiments in wireless telephone and they went at it with wonderful success, but were soon satisfied that it was not likely to interfere commercially with the regular telephone service of the great company. You can talk almost any distance with the wireless telephone if conditions are right, but as a commercial factor it never has and probably never will amount to very much. Ships at sea use it to great advantage, but the every day business man does not.

The Telephone Goes to War

In 1917 the telephone went to war. When America jumped into the ring to give the final knockout blow in the great World War the telephone was called upon to do its part. Telephone engineers went over with Pershing's first expedition, and their service on the other side amazed the slower going people of Europe where the telephone is a business institution, not the every day social affair that it is in this country. They used the French poles, and they covered France with a net work of telephone wires right up into the firing line, where the operators took and sent messages along the shell torn fields of France and Flanders.

Vail was now quite an old man. His health had begun to fail. His winter home at Jeckyll Island received him for the last time in the winter of 1920. He went down there in fairly good spirits but took his bed soon after his arrival. He was brought back to the Johns Hopkins Hospital in Baltimore for special treatment and died there on April 16, 1920. He was one of the greatest business men America has produced. Bell invented the telephone, but it was Vail who made it the tremendous business factor it is.

Martha G. Schmitt of the Orange, California, Union High School, sent us a club of 49 subscriptions, reporting 100% of the enrollment of her penmanship classes. She reports that the students are working hard at their penmanship and are very enthusiastic about the BUSINESS EDUCATOR.



A card executed with knife and pen by F. A. Krupp, Interstate Business College, Fargo, N. D.

COURSES BY MAIL

Normal, High School, Business, Law, Engineering and College Courses leading to the regular College and Post Graduate degrees thoroughly taught by mail. Now is the time to enroll. For special rates address

CARNEGIE COLLEGE, Rogers, Ohio.

SCHOOL WANTED

If you have a good school proposition for sale in city not less than 40,000 write immediately with full information. L. L. NELSON, 2303 Virginia Road, Los Angeles, California

AN OPPORTUNITY

For a young man to become a professional penman or engrosser without cost. Address Box 64, care Business Educator, Columbus, Ohio.

Bookkeeping Free

First lesson in Bookkeeping and Accounting. Send for it.

THE COMMERCIAL SERVICE AGENCY,
P. O. Box 618 ST. LOUIS, MO.

WELL ESTABLISHED WESTERN SCHOOL,

Inventory \$5,000, for sale on terms to reliable school man

Address Western School

Care The Business Educator, Columbus, Ohio

FOR SALE

Library of Commercial Education.

AS several business schools are now offering advanced courses, they may feel the need of additional texts in their library for research purposes. Such should be interested in one or more of the divisions of my library. Write for list, specifying subjects: 1. Arithmetic. 2. Bookkeeping. 3. Business English. 4. Penmanship. 5. Shorthand. 6. Typewriting.

HORACE G. HEALEY

120 East 184th Street NEW YORK CITY

Teachers Wanted

Penmanship or Commercial, Fine Salaries.

NATIONAL TEACHERS AGENCY,
Philadelphia, Pa.

Pittsburgh, Pa. Syracuse, N. Y.
Indianapolis, Ind. Northampton, Mass.

ADVERTISING A BUSINESS COLLEGE

After you read this article by our general manager, Harry M. Basford, in this issue, write us about your own advertising. We can furnish everything you need to make your advertising pay—Copy, Drawings, Cuts, Printing, Syndicate Folders, Mailing Cards.

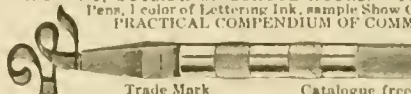
National Advertising Service Co.

School Advertising
Specialists

1424 Lawrence St. Denver, Colo.

A PROFITABLE VOCATION

Learn to letter Price Tickets and Show Cards. It is easy to do RAPID, CLEAN CUT LETTERING with our improved Lettering Penn. MANY STUDENTS ARE ENABLED TO CONTINUE THEIR STUDIES THROUGH THE COMPENSATION RECEIVED BY LETTERING PRICE TICKETS AND SHOW CARDS, FOR THE SMALLER MERCHANT, OUTSIDE OF SCHOOL HOURS. Practical lettering outfit consisting of 3 Marking and 3 Shading Pens, 1 color of Lettering Ink, sample Show Card in colors, instructions, figures and alphabets prepaid \$1.00. PRACTICAL COMPENDIUM OF COMMERCIAL PEN LETTERING AND DESIGNS, 160 Pages 8x11, containing 122 plates of Commercial Pen alphabets finished Show Cards in colors, etc.—a complete instructor for the Marking and Shading Pen, prepaid, One Dollar. THE NEWTON AUTOMATIC SHADING PEN CO. Dept. B. PONTIAC, MICH., U. S. A.



THE BOWLING GREEN BUSINESS UNIVERSITY

of Bowling Green, Kentucky, enrolls students from nearly everywhere; was a pioneer in preparing commercial teachers; is near great Mammoth Cave; has a national reputation and a college spirit; gives short and long courses; is on the accredited list of University of Kentucky; offers unexcelled advantages in boarding and all comforts for students.

Write us for catalog and full information.

Bowling Green Business University,

Bowling Green, Kentucky

NEAR GREAT MAMMOTH CAVE

A. M. Mery, teacher of penmanship in Barnes Commercial School, Denver, Colo., forwarded us a list of 76 subscriptions, 11 of which are for the Professional Edition. Mr. Mery and Mr. Norman Tower are both capable and enthusiastic teachers of penmanship, and under their instruction, students in Barnes Commercial School are sure to make splendid progress, so we look for a large number of certificate-winning specimens from this school before the year is over.

DIPLOMAS

For Schools and Colleges

Specially Designed or Supplied
from Stock

For nearly twenty years we have done all the engrossing and diploma work for the University of Wisconsin.

B. C. Kassell Company

105 North Clark Street
Chicago, Illinois



Special attention given
to reproduction of Script
and Penmanship Copies

The Terry
Engraving Co.

Engravers
Designers
Illustrators

Columbus, Ohio

CLUB AND CERTIFICATE CHAT
K. G. Overbey, Director of Penmanship in the Department of Commerce, State Normal School, Indiana, Pa., sends us a list of forty-three subscriptions to the Business Educator. This department, under the direction of G. G. Hill, has encouraged its students to subscribe for the Professional Edition for several years.

Victor Lee Dodson, Principal of Wilkes-Barre, Pa., Business College, sends us several orders for certificates each year. One order of a few days ago was for thirty-seven certificates.

Alma F. Gates of Gates College, Waterloo, Iowa, is a believer in penmanship certificates and his students are regular winners of these certificates. Recently we noticed an order for twenty-eight certificates going through our engrossing department and scarcely a week goes by during the year when one or more of the students do not win certificates.

Grays Harbor Business College, Aberdeen, Washington, sends us a number of certificate winning specimens each year. We notice that since the first of January, 1922, a total of thirty-seven certificates have been sent to pupils in this school. This is considerably better than the record of the preceding year and we expect a still larger number of pupils will write certificate winning specimens this coming year.

WANTED TO BUY

Will pay cash for good school. Prefer Central or Eastern states. No small city school desired.
Address Box 100
Care Business Educator, Columbus, Ohio

ELLIOTT SHIELD

A Keyboard Cover for teaching Touch Typewriting. 35c each, postpaid.
A. E. ELLIOTT, Box 579, Cincinnati, Ohio

BROWN'S HOME STUDY SCHOOL



TEACHES YOU AT HOME

Is your present employment satisfactory?
Does it offer the right future?

If not, learn Bookkeeping, Salesmanship, or Shorthand at home, as hundreds of others have done who could not attend College. The work can be done so satisfactorily and our plan of payment is so reasonable that a course is within reach of all. Tuition may be sent in monthly installments, if desired. REMEMBER THAT WE SECURE

POSITIONS FOR OUR GRADUATES

You need have no fears about a good position as soon as you finish and are prepared. Our Home Study School is located in Peoria, Ill., the center of Brown's System of twenty-nine Colleges. Write today for FREE Home Study Book of terms and all particulars. Mention course that interests you most and address plainly

HORACE SAFFORD, MGR.
BROWN'S HOME STUDY SCHOOL
PEORIA, ILLINOIS

"How To Sell—And What"

The Money Makers' Magazine—"The Main Entrance to Successful Selling." Tells how, when and what to sell. Puts you in touch with fastest selling lines and hundreds of reliable manufacturers—many of whom require no previous experience. Famous contributors; "bras tacks" departments; interviews with successful men and women. \$2.00 a year. Special combination price with "The Business Educator" both for \$2.25. Sample copy free.

HOW TO SELL

Department B. E., 22 W. Monroe St., Chicago, Illinois

TEACHERS OF ISAAC PITMAN SHORTHAND WANTED

Teachers of Isaac Pitman Shorthand are wanted in all sections of the country. Many requests are on our files at all times. There is no charge for placing you. Register at once stating your qualifications, experience, salary desired, etc. Particulars of our Free Correspondence Course offered teachers sent on application.
ISAAC PITMAN & SONS
2 West 45th Street New York, N. Y.

TEACHERS AND MANAGERS WANTED

for fine private school positions. Good salaries. Also some money making business colleges for sale. Write for particulars. **M. S. COLE, Secretary**
COOPERATIVE INSTRUCTORS ASSOCIATION, MARION, IND.

WE PLACE YOU IN THE BETTER POSITIONS

OUR REPUTATION IS NATIONAL
OUR SERVICE UNEXCELLED

ROCKY MT. TEACHERS' AGENCY
410 U.S. NAT. BANK BLDG. DENVER, COLO.
WM. RUFFER, PH. D. MANAGER

FREE REGISTRATION

to normal and college graduates. WRITE US NOW for enrollment blank and booklet. "How to Apply" with Laws of Certification.

BRANCH OFFICES:

Portland, Ore. Minneapolis, Minn. Kansas City, Mo.
N.W. Bank Bldg. Lumber Exchange Riatt's Bldg.



Train for Commercial Teaching At the Rochester Business Institute.

WHERE you will find the highest standards of instruction in teaching the commercial branches available in commercial teacher training schools in this country. The instructors here know how to prepare commercial teachers for efficient work both in high schools and in private commercial schools. We do not conduct a teachers' agency but we recommend and place all graduates and are overruled with calls we are unable to fill. Send a postal card for our Teachers' Bulletin and circulars.

ROCHESTER BUSINESS INSTITUTE, Rochester, N. Y.

POSITIONS OF ALL KINDS FOR TEACHERS

Never were the opportunities better. Many attractive places for choice teachers now open. We assist teachers of shorthand, bookkeeping, salesmanship, typewriting and penmanship to better positions paying higher salaries. Choice positions for qualified teachers. Write for our FREE literature and one of our application blanks. Address:

CO-OPERATIVE INSTRUCTORS' ASSOCIATION, 41 Cole Bldg., MARION, IND

Attractive Positions For First-Class Commercial Teachers

We now have on file some splendid openings for commercial teachers, some of them to be filled now and others in January. If you are out of employment or dissatisfied with your present position, we may be able to get you just what you want. Possibly you will not be available until the beginning of the second semester. By enrolling with us now, you can get the refusal of the very best positions available for the mid-term. Free enrollment.

CONTINENTAL TEACHERS' AGENCY
BOWLING GREEN KENTUCKY

GET A BETTER POSITION



Add 10% to 50% to your income. We tell you of the finest openings and help you get the place you want. Salaries up to \$3,000, or more. Hundreds of schools in all parts of the country write directly to us for teachers. More than half of the state universities have selected our candidates. Confidential service. No obligation to accept any place. Write for details - NOW.

THE SPECIALISTS' EDUCATIONAL BUREAU
ROBERT A. GRANT, President, ODEON BLDG., ST. LOUIS, MO.



SALESMANSHIP

Helps for Teachers and Students

By M. N. BUNKER

President, The Peoples College, Ft. Scott, Kansas



"It takes all kinds of people to make a world" we are told, and the salesman, possibly more than any other person, learns this as a first lesson. If you are selling from office to office, store to store, or house to house, it is all the same. There are all types of people to meet and influence to the point of buying, and the measure of the good salesman is the proportion of these types which can be successfully handled.

Supposing that at least a few of the readers of these articles are actually trying their hand at selling, this question of how to meet people becomes an important one.

Down at the garage the other day I was busy cleaning the car when one of the best salesmen drifted around, and chatted for a few minutes. The talk touched on salesmanship, and I asked him, "Just what kind of an approach do you use?"

He looked at me coolly, and then said, "Why, I can't answer that. I don't know what I am going to do until I see the customer, or know something about him. You can't sell all folks the same way."

Which is good argument. There are certain underlying principles in all selling, but the practical application of these principles varies with the individual.

Going on, the same salesman told me this story of his own experience a few days before. "I found the man sitting idle by the side of the road while his team rested. Going up as usual I introduced myself, giving my name. His reply came back like a crack of a whip, 'Well, what do I care if it is?' Not polite, of course, but that was not what counted with me. I was there to make a sale, and I had to adjust myself to meet his surliness. I could not sell him like I could sell another prospect, who might sit and listen to all my arguments and then sign the order or turn me down without any explanation. I tell you every customer is a problem to be handled right then and there, and handled properly or he may be lost." True, every word of it. It is this necessity for keeping constantly on the alert that adds zest to selling, and helps to make the top-notch salesman what he is.

There are a hundred puzzling problems in a day, no matter whether you are a beginner or an experienced salesman. If you are in school, and are selling in your spare time you will find unusual people, and unexpected responses to your selling propositions. There are people who will make you glad, and those who will refuse you with a snarl. You must learn to meet every type of disposition, and get their good will, on their own grounds. More than this, you must overcome objections and get orders. A great many

business men make a practice of refusing a salesman simply to see what he will do. The chap who quits on the first refusal is the man they do not wish to deal with, and so they make this unconscious test of his earnestness.

A man who used to be a house to house salesman told me this story of his beginning selling days, recently. It is just such contingencies that you—beginning salesmen—must meet. The experienced man does meet them, and gets the order.

This young man, just out of school, was selling kitchen ware. He rang the bell, and when the door opened started, "I rep—" when the door slammed. Quick as thought the young man ran to the back door, knocked and was admitted by the little girl of the house. By the time the mother was back in the kitchen the young salesman had his wares on display. The woman's indignation gave way to her sense of humor, and she bought.

The hundreds of personalities and conditions which you must meet, are something more than mere problems to be handled. There is no greater school in all the world than the school of salesmanship, and when you have made a good showing you may be justified in self congratulation. This is said safely, for when you have made good in selling the enthusiasms of the game you are playing will be yours so completely that you will not stop to pat yourself on the back. You will keep right on going.

An incident in my own house-to-house selling days, though simple in itself, shows how you may use your wits to gain an end. I was at the time advertising for a well known brand of goods, and my sample case gave me away. The screen door was latched, and the lady smilingly told me that there was no occasion for her to open it. I was outside and could stay out; she did not want anything.

Which of course was all right, but I needed the money, and believed that I could get it. Her name had sounded familiar when I had learned it from another customer, so the idea of using this came to me almost instantly. Turning with my case toward the walk as if about to go I hesitated. "I beg your pardon for being personal," I said, "but your name sounded so familiar that I've been wondering——" Here I stopped again. I had that woman's attention. I went on. "I've been wondering if it could be possible that you are any relation to two dandy fellows I was in school with in——"

"Why I don't know." The woman's voice was cordial, and the screen door latch worked like an oiled mechanism. "Come in, won't you, and tell me about it?" Simple, wasn't it? The lady herself was happy although the boys with

whom I had gone to school, and whom I had known only in a general way, were probably no connection of hers. I spent an interesting half hour and when I left I had the money. Those two boys saved the day for me.

The people you meet, what you read, see, and learn—all are going to help you make sales, if you will use them. This does not mean that you must become a story teller instead of a worker. There are men who have the idea that a good salesman must tell stories—that this is part of selling, but though a good story sometimes helps to win it is not so important that you can depend on it instead of general head work.

Read—widely. Read the daily papers, so that you can talk intelligently if the occasion arises, and also to make your own life full and complete. Read good literature, study it on the train and in your hotel if you are traveling. Get to know about thing in general, but far more important—what you are selling. With such information you have an even chance with the people whom you are to meet as prospects. Next, study the people whom you meet as prospects, and absorb everything that may be useful. If not at first, you can acquire the ability to sift out this material unconsciously, so that your brain will be forever collecting and sorting material that will help you sell other people.

The phrenologist tells us that the human head is a map of the disposition and tendencies; the graphologist urges that penmanship shows stinginess or liberality, stubbornness or agreeableness, and the physiognomist studies the face. There is something valuable in each one of these ologies, but if you are to be a good salesman you need to cultivate a combination of all of these. Learn to "size up" people the minute you see them, not alone by their appearance, but by an unexplainable sense of analysis. Some people have this ability to know people at sight, but if you do not, there is no reason why you cannot develop it. Every new face is a lesson that will help you, and when you have acquired the ability to judge your prospect you will increase your commission check, and your bank balance.

J. D. Rice, the well known penman of the Chillicothe Business College, Chillicothe, Mo., write as follows when sending a second club of subscriptions: "My students are well pleased with the journal and are following the copies closely for home study."

Miss Minnie Veon, Teacher of Penmanship in the Horace Mann Jr. High School, Lakewood, Ohio, is ably supplementing the efforts of Miss Ella M. Hendrickson to secure good penmanship in the Lakewood schools. Through the efforts of Miss Veon and Miss Hendrickson 295 subscriptions have been secured from the students in the Horace Mann Junior High School, and we expect a record breaking number of certificate winning specimens from these pupils later in the year.



AN EXTENSION CLASS IN PENMANSHIP FOR TEACHERS

By JAMES J. RUSSELL

The School District of the city of Erie, Pa., gives credit for any outside work done by its teachers. These credits may be earned in Summer School or through Penn State College Extension Courses. The instructors are local teachers, or Normal or University teachers from out of town. This year for the first time a course "The Teaching of Penmanship" was given.

Forty teachers and five principals enrolled and took the course. The teachers were drilled in the mechanics and pedagogy of muscular movement writing adapted to all grades in the Primary and Intermediate Departments and Junior High School. The first aim of the course was to provide the teachers with a fundamental knowledge of the pedagogic development of handwriting from the time the child enters the first grade until he has finished Junior High School. The second aim was to train the teachers in the mechanics of muscular movement writing. The two facts "A teacher has not taught until the child has learned" and "A teacher cannot teach a pupil that which she herself does not know" were brought to the realization of the teacher.

The instruction of the course consisted of the following:

1st. Writing classes for the teachers. The teachers were trained in this way to execute all the lessons in our writing manual. Correct position movement, speed and form were emphasized. General and specific movement drills were given for the different letters and combinations. Sentence work was stressed during the final meetings in which uniformity of size, slant and spacing was brought out.

The aim of these writing lessons was to provide the teachers with muscular movement writing ability in addition to having her work upon and become familiar with the work that a pupil must do in order to become a finished writer. In addition to these writing lessons in class, the teacher was required to do a certain amount of practice work outside of class. This work which was handed in was criticised in a constructive way to aid her in her own writing as well as teach her to criticize intelligently the work of her pupils.

2nd. Through discussions and talks all problems which might be in the minds of the teachers were explained. Through short talks all phases of a penmanship teacher's work were fully discussed. Many topics were taken

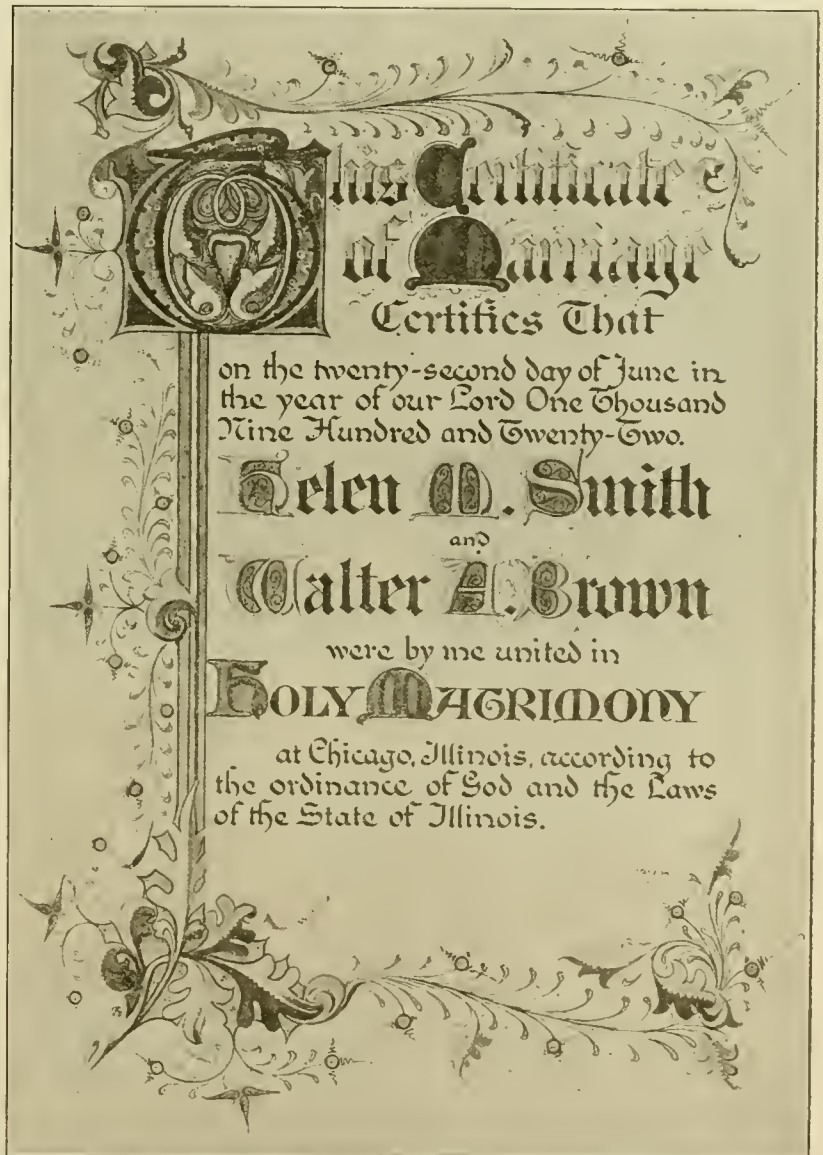
from Dr. Freeman's "Teaching of Handwriting." Through these talks the teacher learned why certain steps were taken and definite plans followed in the teaching of handwriting. She fortified herself, in these discussions, with knowledge of and arguments for muscular movement writing.

3rd. Blackboard demonstrations were given. The value of blackboard writing in a penmanship class was shown through demonstrations of the different letters and specific drills. The blackboard work done by the teachers was criticized for uniformity of size, slant, spacing, and form. Methods in teaching primary pupils to write upon the board were outlined and demon-

strated. Position at the board, crayon holding, form of letters; slant and rhythmic counting were given attention.

4th. Model lessons for the different grades made up part of the instruction. Different lessons were taken from the manual and model lessons given, the teachers doing the work of the pupils. The teachers were then required to outline lesson plans for the teaching of certain lessons in certain grades. These were discussed and constructively criticised. The success of the teacher who uses definite and systematic lesson plans over the teacher who teaches by the hit-or-miss plan was impressed upon the teacher.

Enthusiasm, designs, awards, grading of handwriting by use of standards and scales, rhythmic counting, individuality, the left handed child, and other minor, but very necessary, points and problems were given the time and attention they merited.



This marriage certificate was engrossed by A. M. Grove of the B. C. Kassell Co., Chicago.

WANTED

Someone to do lettering while studying engrossing. A splendid opportunity to become an engrosser. No experience necessary. Address, "Engrossing Opportunity," care of the **BUSINESS EDUCATOR**, Columbus, Ohio.



NATIONAL THRIFT WEEK

January 17 to 24, 1923

(Benjamin Franklin, the Great American Advocate of Thrift,
Born January 17, 1706)

INTEREST IN THRIFT

"Every man should enjoy two incomes — one from his work and one from his savings," says Roger W. Babson. This is an appropriate text for National Thrift Week, which begins on Benjamin Franklin's birthday, January 17, 1923.

Most persons are so busy earning money, and spending what they make, that they give the matter of investing little consideration. They regard an income from investments as something only for the very rich.

Yet compound interest is a mighty force, if you give it time to work for you. For example, for every dollar invested at six per cent compound interest when you are twenty-five, you will have eight dollars when you are sixty-one. In other words, \$2,500 will grow to \$20,000 in thirty-six years.

If regular savings are continued through the period, the results are even more astonishing. How much do you suppose you would need to save each month for forty years, in order to have \$10,000 at the end of that time? To save even half that much, without counting the interest, you would need to put aside more than ten dollars each month. But such is the power of compound interest that if you will save a little more than \$5 a month—\$64.62 a year—and invest principal and interest at six per cent, the total will amount to \$10,000 in forty years.

But if you begin saving when you are twenty, and continue until you are seventy, you will have nearly twice as much. This is because the compound interest works faster and faster, the longer you give it a chance. To put it another way, to have \$10,000 at the end of fifty years, you need save only \$2.90 a month, or \$34.46 a year, and invest it at six per cent. You save a dollar, and Compound Interest will add four dollars during the fifty years.

The above figures are taken from a recent article in The American Magazine. Another writer in the same magazine points out that \$6,000 invested at six per cent compound interest will grow in 23 years to about \$21,600, and that this sum will produce an annual income of about \$1,295. In other words, if a man at the age of 27 can set aside an investment of \$6,000, at the age of 50 he will have an income of more than a hundred dollars a month from interest alone.

Most persons may reasonably expect to earn and save through a period of at least thirty-five years; and if they will invest a stated sum regularly and re-invest the interest as it is received, at the end of thirty-five years the interest alone will be adding to their principal each year more than eight times as much as the annual savings.

The Chart

The chart on this page shows how this works out. (Reproduced by permission of P. W. Brooks Company, New York.) The chart is constructed to show the result of saving a certain sum each month, beginning with \$25 a month at the age of 25, increasing to \$30 a month at the end of five years, with other increases of \$5 a month until the age of 50, then decreasing at the end of each five-year period until the age of 65. All the amounts saved, as well as the interest on savings, are to be re-invested at 6%.

It will be seen that for the first 5 years the total savings are \$1,500, and the interest is \$200.

Between the ages 40 to 45 the savings for 5 years are \$2,400, while the interest is \$3,160.

Between the ages 60 to 65 the savings for 5 years are \$1,800, while the interest amounts to \$15,760.

During the entire period of 40 years, the savings are only \$16,800, but interest adds to this \$45,840, making a total of \$62,640; and this amount yields an income of \$3,758.40 a year, or more than \$300 a month.

The man who cannot save the amounts mentioned in the chart, may still take advantage of the power of compound interest. Half the savings named will amount to half the total. The important thing is to **begin early**, and **save regularly**.

The plan outlined in the chart is based on two fundamentals:

First, Regular savings month by month.

Second, Investment of savings and interest in sound securities. Safety of Principal is the first consideration; but at the present time it is entirely possible to find safe investments yielding 6%. It is of course better to take 4%, and get it, than to grasp at 10%, and lose interest and principal.

MORAL

The lesson of this article is that every man, woman, boy, and girl should *save something*, and *save regularly*.

Have you a bank account? If you have, GOOD. Go and put another dollar in it.

If you haven't, *start one today*. \$1 will do it.

This chart shows that for every dollar you save, Compound Interest adds \$2.72.

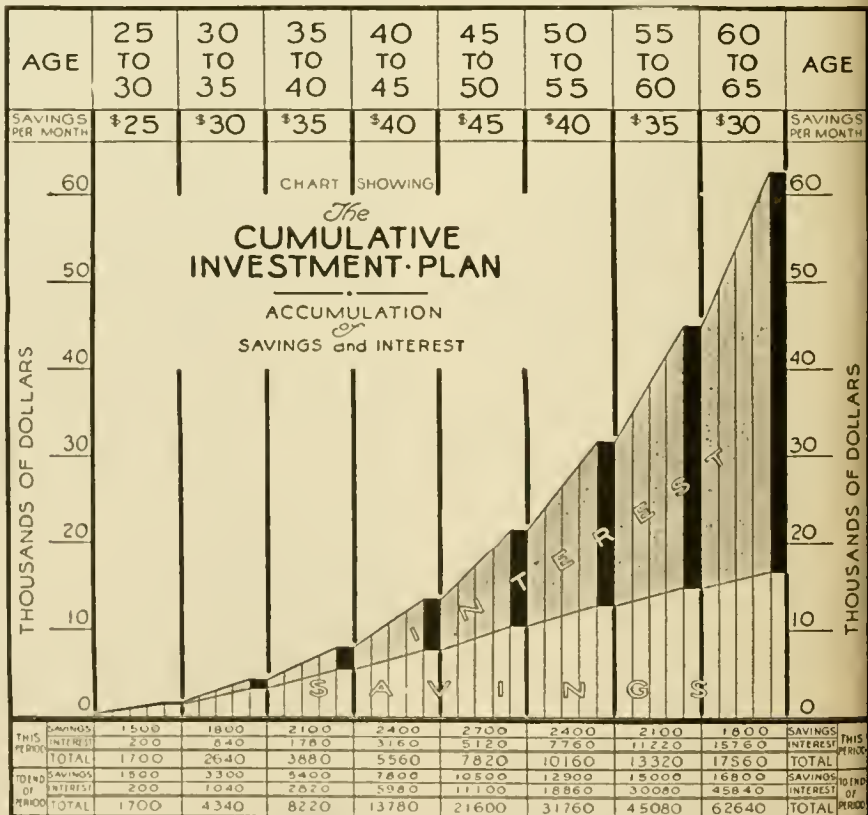


Chart from "Bond Talk," reproduced by permission of the publishers, P. W. Brooks & Co., 115 Broadway, New York.

Professional Penmen

Leslie E. Jones, Elbridge, N. Y., Business and Ornamental Writing.

A. W. Anderson, Redlands, Calif., Cards, Flourishing, etc. Sample 25c.

Burt Kelley, 833 Smith St., South Bend, Ind., Mail Courses Penmanship and Card Writing. Samples 25c.

C. C. Oursler, Card-Writer, Oblong, Ill. Generous samples and card case, 25c.

Adolph O. Ambrose, Card Carving Artist, Janesville, Wis. Sample, 15c.

Paul H. O'Hara, Maury High School, Norfolk Va. Courses as follows: Business and Ornate (Mills' style), Roundhand, Lettering, Rowe Bk. and Accty. Extension course. All sets. High standards. Investigate.

D. A. O'Connell, Penman, LeSueur, Minn. Signatures a specialty. Samples 20c.

(Your name in this column will cost only a small sum. Ask about it.)

W. J. Delcourt, Montreal, informs us of the death of Mr. N. R. Gascon, one of the official stenographers for many years at the Court House and a subscriber to the BUSINESS EDUCATOR for some time. Many of our readers have no doubt been acquainted with Mr. Gascon and will be sorry to learn of his death.

Professor D. L. Hunt of Hunt's Business College, Eau Claire, Wisconsin, can wield a Winchester as well as a pen according to the Eau Claire Leader of November 19th. On a recent hunting trip he brought back a two hundred pound buck which furnished steaks for him and his friends and a head with antlers to adorn the business college.

Penmanship—Bookkeeping

Combination Course by Mail, \$3.00 Mo.

EVERET MARTIN, Penman-Accountant
14109 Mayfair Ave. East Cleveland, Ohio

WANTED

Young man with ability in lettering who desires to become a professional penman or engrosser. No experience needed. Send sample of work to Lettering Ability, care Business Educator, Columbus, Ohio.

Lincoln Oblique Holder, 1 for 35c, 4 for \$1.00. Send for Circulars.
E. F. RICHARDSON, Buffalo, Kentucky

BEAUTIFUL

CARD CARVING AND GOUGING

12—Assorted Designs\$1.00
6—Handsome Specimens50
Sample Card15
Complete Outfit, everything necessary for doing the very best work..... 7.15

Blank cards always on hand.
Particulars on request.

ADOLPH O. AMBROSE

Card Carving Artist

111-113 N. Main St. JAHESVILLE, WIS.

Maurice Emmons

Wm Henry O'Sullivan

Ornamental signatures by H. J. Walter, Winnipeg, Canada

Learn Penmanship

Don't be ashamed of your writing. Persons receiving my simplified instructions are amazed how quickly they become expert penmen. Let me make YOU an expert. Your name written on card and full details free. Write today.
A. P. MEUB, 2051 N. Lake Ave., Pasadena, Cal.

innum card case;
RAINBOW ASSORTMENT, consisting of 15 cards all different colors, executed in gold, white and black inks. All for \$1.
CARDWRITERS and PENMEN—Send 10c for samples of white, colored, comic, lodge cards, etc.

P. O. Box 411,
Portland, Ind., will send 1 doz. kid finish cards, ornate style, white; one genuine leather alum-

SPECIAL FOR JANUARY

\$2.75 Worth of Flourishing for Only \$1.00

FLOURISHED CARDS—I will send you twenty handsome specimens of off-hand flourishing, such as birds, swans, scrolls, etc., all fresh from the pen, for \$1.00. These cards are truly a feast for the eye and an inspiration to all who see them.

ARTHUR P. MYERS, The Prince of Flourishers
963 E. Market St., York, Pa.

H. J. WALTER, Penman

Studio No. 2, 313 Fort St., Winnipeg, Canada

ENGROSSING and Penwork of every description. Illuminated Addresses, Diplomas and Certificates filled, Script for Business Colleges and Commercial Advertising.

Business Penmanship by Correspondence Course. Written Visiting Cards, 3 doz. \$1.00. YOUR NAME in choice Illuminated Script, \$1.00.
I am confident I can please you.

Meub's Professional Oblique Penholders

MR. S. E. LESLIE, Spencerian College, Cleveland, Ohio, one of America's finest penmen, says: "I like the adjustment of your holders better than any I have ever used. Every penman in the country should be supplied."

Handmade and inlaid with the finest woods. Send check for yours today. \$1.25 postpaid. Your money back if not satisfied.

A. P. MEUB, 2051 N. Lake Ave., Pasadena, Calif.

A MASTER PENMAN

always commands a better salary. Our home etudy course will qualify you, and our Service Department will help you. Master of Penmanship (M. Pen.) conferred. Write,

CHAS. W. MYLIUS,

Peoples College Fort Scott, Kansas

PENMANSHIP

for Bookkeeping Texts, Writing Books, Business Correspondence Texts, etc., prepared in India Ink for engraving.

S. E. LESLIE

3201 Euclid Ave. Cleveland, Ohio

There are many penholders on the market; but the MAGNUSSON PROFESSIONAL is the only penholder that has won its reputation on its own merit for ornamental writing. The thin stem which is so desirable cannot be made successfully by an automatic lathe, therefore they are HAND MADE of selected rosewood. (Look for the brand.) The A. "Magnusson Professional" hand turned holders are adjusted specially for penmanship. 8 inch plain, each 35c; 8 inch inlaid, 75c; 12 inch plain, 75c; 12 inch inlaid, \$1.35.

A. MAGNUSSON, 208 N. 5th STREET, QUINCY, ILL.

EDWARD C. MILLS, SCRIPT SPECIALIST

Drawer 982, Rochester, N. Y.

The finest script for engraving purposes, suitable for Bookkeeping Illustrations, etc.

Mills' Perfection Pen No. 1, a pen for fine business writing, 1 gross by mail, \$2.25. Mills Business Writer No. 3, the best for strong business writing, 1 gross by mail, \$1.25.

Students of Penmanship and Penmanship Supervisors should attend the Mills Summer School of Penmanship at the Rochester Business Institute during the month of July. Information upon request.



THE BEST OBLIQUE HOLDER—First, because it is the right size, and adjusted right. Second, because it is 4 inches long; handy, strong, unbreakable. Third, because you will never use any other oblique holder, once you have tried mine.

R. C. KING

701 Metropolitan Life Bldg. Minneapolis, Minn.

HIGGINS'

ETERNAL INK-ENGROSSING INK

WRITES EVERLASTINGLY BLACK



THE ETERNAL INK is for general writing in plain or fountain pens.

THE ENGROSSING INK is for special writing, engrossing, etc.

These inks write black from the pen point and stay black forever; proof to age, air, sunshine, chemicals and fire.

At Dealers Generally
CHAS. M. HIGGINS & CO., MFR.
271 NINTH ST. BROOKLYN, N. Y.



ROUNDHAND for BEGINNERS

Copy and Instructions by

E. A. LUPFER, Zanerian College of Penmanship
Columbus, Ohio

Mastering Roundhand may mean many dollars to you. Surely it will mean much pleasure. It would not be so interesting if anyone could master it without considerable intelligent and systematic practice and not meet with discouragement. A few poor looking letters which you are bound to make should not be sufficient to give up in discouragement. Have confidence in yourself.

No. 1. The *t* is an extended *i*, not quite two spaces high. Unsystematic practice will not win.

a. Study the shape and proportion first.

b. Get uniform width of shade.

c. Make beginning and ending same length.

Nos 2-3. The *d* is a combination of *a* and *t*.

a. Make both shades same thickness.

b. Get uniform up strokes.

Nos. 4-5. The *n* and *p* are similar. Do not make the mistake of shading the long straight stroke heavier than the short compound curve. Take one point at a time and concentrate upon it.

Nos. 6-7. Before working on these copies be sure that you have the correct forms in mind. One letter mastered is better than six half mastered.

Nos. 8-9-10-11. The *i* is the foundation of *l*. See that both sides curve evenly and that the top is as rounding as the bottom. Two methods of making loops are used by engrossers. Some make them in sections as shown in Nos. 9 and 10, while others make them like No. 11. Try both ways.

Nos. 12-13. The *b* is a combination of *l* and *v*. The loops are usually made nearly three spaces high. Watch the

dot, the width, the height of shade and the turns.

Nos. 14-15-16. All loops should be the same in form and size. Compare the *h* in form with other letters. Be careful and thorough.

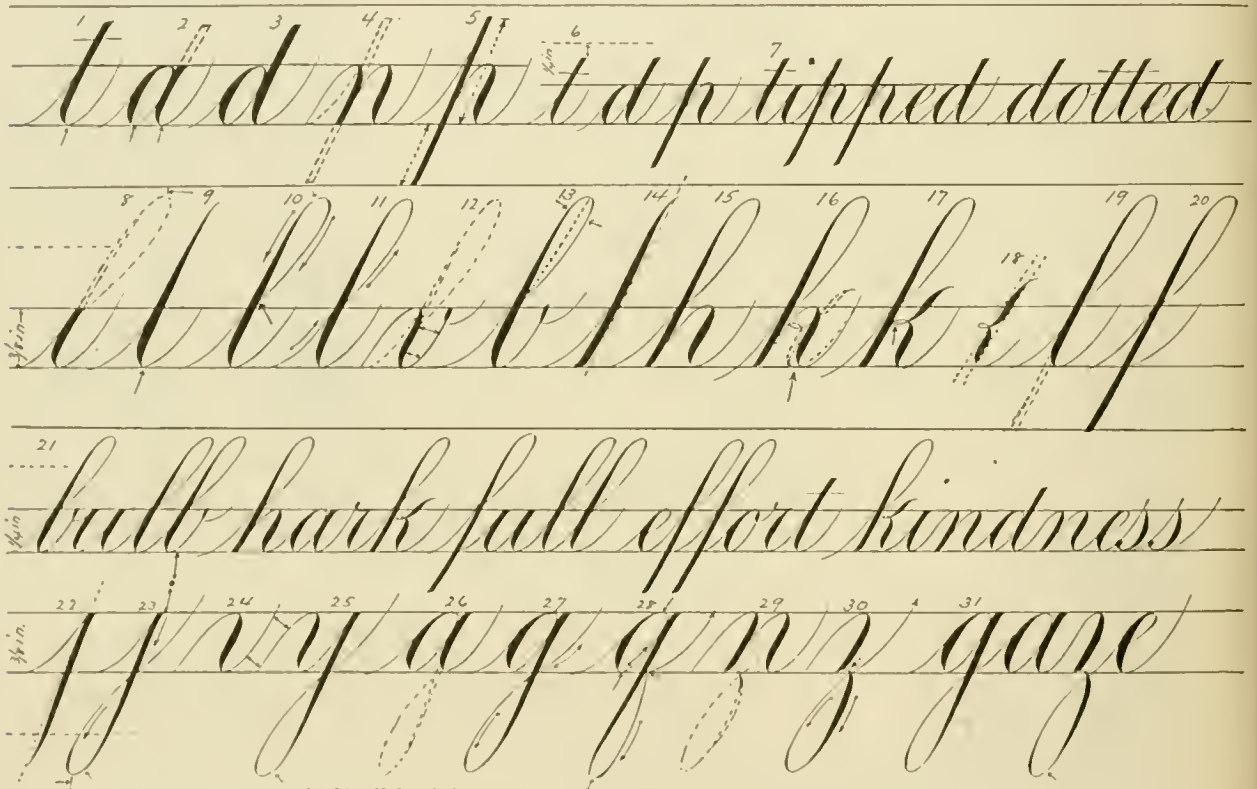
Nos. 17-18. Notice the similarity of *h* and *k* in No. 16. They should appear the same in width but in actual measurement *k* is not as wide as *h*. Let the second part touch the first. The little loop points downward.

Nos. 19-20. Study the curve in the back. Notice the direction of the finish.

No. 21. After making good individual letters combine them in words. Be sure your ink makes a fine hair-line. The pen point should be sharp. Change pens when the lines become thick.

Nos 22 to 31. The bottom loops should be the same in size and proportion as the upper loops. Study the similarity of letters. Only a few comparisons have been made to get you to think and study for yourself.

The hair lines in lower loops like in the upper loops can be made upward or downward. Go slowly and be sure you know exactly what you are trying to make.



A Business of Your Own

No position or profession in the world offers you the opportunity for advancement or the money-making possibilities unless you "are your own boss." No one ever became rich working for the "other fellow". Did you ever know a wealthy penman? I can show you how to make some "real money" if you want to make it. My literature is yours for the asking.

C. F. BEHRENS, Consulting Chemist
P. O. Box 573 Cincinnati, Ohio

B. C. S. DEGREE HOME STUDY OTHER COURSES

including Accounting, Law (LL.B.), Spanish, Salesmanship, High School, Normal, Pen Art (M. Pen.), Resident and Extension.

WRITE TODAY

Peoples College, Box 534, Ft. Scott, Kansas

John R. Eye, Dunsmore Business College, Staunton, Virginia, in sending a second club writes: "Students are practicing enthusiastically from the lessons in the Educator numbers for September and October. They are beginning to realize the worth of your penmanship publication and its helpful, inspiring suggestions."



BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

Making Money Happily, by Herbert N. Casson. Published by the Efficiency Magazine, London, England. 59 pages, paper binding. Price 75 cents. May be ordered through the Business Educator.

This stimulating book contains three lectures delivered by Mr. Casson, who is the editor of the Efficiency Magazine, and perhaps the leading writer in England on business topics. His style is forceful and entertaining and his ideas are stimulating.

The titles of the lectures are as follows: The Secret of Personal Efficiency, The Spirit of Sport in Business. The following paragraph describes our attitude toward business and whether we like it or not we must admit that it is fairly agreeable.

"In America, Sport is professional. It is all Technique. It is, really, the ferocity of Technique. The skill has swallowed up all else, until every game becomes a tense dual to the death. There is excitement and cleverness and strategy; but the game is no longer a game, in the English sense. It is rather a trick or a stage performance. This is a fact that few Americans, if any, can understand."

Opposed to this he gives the following ten tests of a Sportsman in England:

- (1) He does not boast.
- (2) Nor quit.
- (3) Nor make excuses when he fails.
- (4) He is a cheerful loser.
- (5) And a quiet winner.
- (6) He plays fair.
- (7) And as well as he can.
- (8) He enjoys the pleasures of Risk.
- (9) He gives his opponent the benefit of the doubt.
- (10) And he values the game itself more highly than the result.

The third lecture is called, "The New View of Salesmanship." If we may judge from this lecture, salesmanship has not advanced in England to the point it has reached in the States, but he methods of salesmanship which are here ridiculed are not unknown in America. The chapter will be stimulating to all business men.

Forbes Epigrams, by B. C. Forbes. Published by B. C. Forbes Publishing Company, New York. Leather cover, 165 pages.

This book contains one thousand thoughts on life and business.

In trying to fit the "Fact and Comment" editorials into the pages of Forbes Magazine difficulty often was encountered; sometimes there was an inch, sometimes a half inch, or a quarter inch space which it was not easy to fill. Mr. Forbes overcame the difficulty by writing one line, two line and three line paragraphs. The readers began to ask for more of these inspirational squibs. Interest in them seemed to increase. Newspapers throughout the country took to reprinting many of them; the movies began to flash some of them on the screen; the readers of Forbes Magazine wrote that they would like to have a collection of them in book form. Hence the reason for publishing this volume.

Successful Selling, by E. Leichter. Published by Funk & Wagnalls Company, New York City. 78 pages.

Some of the more important chapter headings are as follows: The Modern Aspect of Selling, Requisite Qualities, The Approach, The Presentation, The Closing, Negotiations, The Larger Sale, and The Story of a Career.

How to Paint Signs and Show Cards, by E. C. Matthews. Published by J. S. Ogilvie Publishing Company, 57 Rose Street, New York City. Cloth cover, 70 pages.

This book contains instructions for making one hundred different styles of alphabets, how to mix paints, color combinations, how to make show cards, window signs or banners, wall signs, and how to do gilding. It aims to be a practical book for a practical show card writer.

The A B C's of Business, by Henry S. McKee. Published by the MacMillan Company, New York. Cloth cover, 135 pages.

Some of the most important chapter headings in this book are as follows: The Complex Character of our Business Organization. The Misunderstanding of Money. Wages and Wealth. The Elements of Banking. Business Consequences of the War. The Abuse of our Railways. Speculators and Markets. Good and Bad times. Internationalism. Education.

Efficient Salesmanship, by Frank W. Shrubbsall. Published by Isaac Pitman & Sons, New York City. Cloth cover, 117 pages.

Every effort has been made in this book to embody all the essentials. However, it will be readily understood that in a book of this size only brief outlines can be given. It does not profess to be a complete and exhaustive treatise of the subject, because much individual sales organization and man-

agement can of necessity only be learned by actual working experience. Nevertheless, the points raised and discussed are not merely theoretical, but are thoroughly practical and the outcome of many years' experience in the organization of sales departments in various trades.

Reference Book of Accounts for Manufacturing and Mercantile Companies, by Robert J. McIntosh, Certified Public Accountant. Published by Metropolitan Text Book Company, Chicago, Ill. 299 pages.

This book is an authoritative guide to accounting and systematizing for accountants, auditors, instructors, school and college libraries, students of accounting, executives, merchants — for all who are interested in accounting and the analysis and preparation of financial statements.

This book embodies the results of accounting and factory cost systems—twenty years spent in installing office accounting and factory cost systems, also auditing covering nearly every line of business. It is prepared as a guide in the installation of accounting systems and as an aid in acquiring an understanding of the proper use of accounts in general.

The Reference Book of Accounts is not a long course of tedious reading, but a digest of up-to-date accounting practice arranged in such handy form that many accountants, instructors, etc., keep it on their desks for ready reference in solving various problems as they arise.

It takes up the order of arrangement of accounts of the ledger and financial statement—lists over 300 accounts for Manufacturing Companies from which to select accounts applicable to a specific business—describes each account in detail—furnishes a variety of opening entries, financial statements, and accounting forms — entries for closing books—principles of cost accounting.

Office Administration, by J. William Schulze. Published by McGraw-Hill Book Company, New York City. Cloth cover, 195 pages.

The aim of this book has been to present a thorough discussion of those principles and methods which underly efficient and economical office management in such a way as to meet the requirements of the ambitious potential executive, the student in university business courses and the business executive who has already "arrived" but is constantly on the alert for more information.

The book confines itself as far as possible to a discussion of principles and their illustration.

20th Century Bookkeeping^{AND} Accounting



Writing and Illuminating and Lettering

By EDWARD JOHNSTON

This work is remarkable for the way in which its subject seems to be developed inevitably. The reader is shown the essentials of form and spacing, and the way is opened out to all who will devote practice to it to form an individual style by imperceptible variations from a fine standard.

Generally, the author has attempted to plan this work as a "guide" to models and methods for letter-craftsmen and students—more particularly for those who cannot see the actual processes of writing, illuminating, etc., carried out, and who may not have access to collections of MSS. Most

of the explanation is of the most obvious, but that gives it more nearly the value of a practical demonstration.

The simple language, together with the numerous illustrations, combine to make this work exceptionally useful to all who desire to learn about this interesting craft.

" * * * This book belongs to that extremely rare class in which every line bears the impress of complete mastery of the subject. We congratulate Mr. Johnston on having produced a work at once original and complete." — The Athenaeum.

Eleventh Edition, 512 pp., 227 illustrations, eight pages of examples in red and black, 24 pages of colortype reproductions. Price, \$3.50

ISAAC PITMAN & SONS, 2 West 45th Street, NEW YORK

The Last Word on Business English in General and on Business Letter Writing in Particular

Business Letter Practice

By JOHN B. OPDYCKE

First Assistant, Department of English, Theodore Roosevelt High School, New York City

With an Introductory Symposium by Four Prominent Captains of Commerce

TYPICAL COMMENT

"It is exceedingly complete and essential. Certainly anyone who is interested in better business letter-writing needs a copy of this book."—John M. Arent, Chairman, English Department, Julia Richman High School, New York, N. Y.

"The immense amount of information which this book contains is certainly put together in an extremely interesting and instructive manner. I believe every man or woman who writes, or intends to write, business letters would be more than repaid for the money spent in purchasing this book and for the time employed in carefully studying it."—Dr. Edward H. Eldridge, Simmons College, Boston, Mass.

"I have given Mr. Opdycke's 'Business Letter Practice' a thorough examination and find in it many things that would make it a valuable and interesting

text-book. I handed the copy to our Mr. Alvin C. Kriebel, instructor in English and business correspondence, for examination. He presents to me the following general observations and criticisms: 'I have read Opdycke's 'Business Letter Practice' with more than usual interest. The work is illuminating, practical and authoritative. For handy reference in business offices it is invaluable. As a text for the class room there is none better'."—J. A. Luman, Vice-Principal, Peirce School of Business Administration, Philadelphia, Pa.

"Many excellent features. * * * A work that will be of real service in any business office. * * * It will instruct the stenographers and those who direct them, as well as those who dictate."—Dry Goods Economist, New York.

560 pages, cloth, gilt. Price \$2.50. Specimen pages free.

ISAAC PITMAN & SONS, 2 West Forty-fifth Street, NEW YORK



Penmanship Supplies

For HOME STUDENTS

Business Writing

Manual 144	\$.25
1 Zaner Method Penholder	.15
1 qt. Blue-Black Ink (Powder)	.30
1-4 gross Zanerian Standard Pens	.40
1 pkg. Zaner Method No. 9 Paper (250 sheets)	.75

Total, \$1.85

Sent postpaid on receipt of prices

Ornamental Penmanship

Lessons in Ornamental Penmanship	\$1.00
1 Oblique Holder, rosewood	.60
1-4 gross Fine Writer Pens	.50
1 bottle Arnold's Japan Ink	.45
1 pkg. Z-6-2 (240 sheets)	2 30

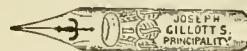
Total, \$4.85

Send postpaid on receipt of price.

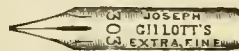
Zaner and Blosor Company
Columbus, Ohio

Gillott's Pens

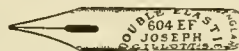
The Most Perfect of Pens



PRINCIPALITY PEN, No. 1



VICTORIA PEN, No. 303



DOUBLE ELASTIC PEN, No. 604 E. F.



MAGNUM QUILL PEN, No. 601 E. F.

GILLOTT'S PENS have for seventy-five years stood the most exacting tests at the hands of Professional and Business Penmen. Extensively imitated but never equalled, GILLOTT'S PENS still stand in the front rank, as regards Temper, Elasticity and Durability.

SOLD BY ALL DEALERS

Joseph Gillott & Sons

ALFRED FIELD & CO., Sole Agents

93 Chambers St.

NEW YORK

PENMANSHIP SUPPLIES

Prices subject to change without notice. Cash should accompany all orders.

All goods go postpaid except those listed to go by express, you to pay express charges. Of course, when cheaper, goods listed to go by express will be sent by parcel post, if you pay charges.

PENS

Zanerian Fine Writer Pen No. 1.		
1 gr.....\$1.75	¼ gr.....\$.50	1 doz.....\$.20
Zanerian Ideal Pen No. 2, Zanerian Medial Pen No. 3,		
Zanerian Standard Pen No. 4, Zanerian Falcon Pen No. 5,		
Zanerian Business Pen No. 6.		
1 gr.....\$1.25	¼ gr.....\$.40	1 doz.....\$.15

Special prices in quantities. We also handle Gillott's, Hunt's, Spencerian and Esterbrook's pens. Write for prices.

Broad Pointed Lettering Pens.	
1 Complete set (12 pens).....	\$0.35
½ doz. single pointed pens, 1, 1½, 2, 2½, 3, 3½.....	.20
(The pens most used by letters and engrossers)	
½ doz. single pointed pens.....	.15
½ doz. double pointed pens.....	.35
1 doz. single pointed, any No.....	.25
1 doz. double pointed, any No.....	.60

PEN HOLDERS

Zanerian Fine Art Oblique Holder, Rosewood:			
11½ inches.....	\$1.25	8 inches.....	\$1.00
Zanerian Oblique Holder, Rosewood:			
11½ inches.....	\$.85	8 inches.....	\$.75
Zanerian Expert Oblique Holder, 7½ inches:			
1 only	\$.20	1 doz.....	\$1.25
½ doz.	.75	¼ gr.....	3.50
		1 gr.....	12.00
Excelsior Oblique Holder, 6 inches:			
1 only	\$.15	1 doz.....	\$1.20
½ doz.	.70	¼ gr.....	3.00
		1 gr.....	10.00
Zaner Method Straight Holder, 7½ inches:			
1 only	\$.15	1 doz.....	\$.90
½ doz.	.50	¼ gr.....	2.50
		1 gr.....	7.50

1 Triangular Straight Holder, 7¼ inches.....	\$0.20
1 Triangular Oblique Holder, 6 inches.....	.20
1 Central Holder, hard rubber, 5¾ inches.....	.25
1 Correct Holder, hard rubber, 6¾ inches.....	.25
1 Hard Rubber Inkstand.....	.55
1 Good Grip Penpuller.....	.10
1 Inkholder for Lettering	.10
1 All-Steel Ink Eraser.....	.60

Z. M. No. 9 PAPER

100 sheets, postpaid.....	\$0.50
1 package, 500 sheets.....	.85

(Not prepaid. Weight 6 lbs. Ask your postmaster what parcel post charges will be. Special prices on 50 packages or more.)

INKS

Zanerian India Ink:	
1 bottle.....40c	1 doz. bottles express....\$4.00
1 bottle Zanerian Gold Ink.....	.25
1 bottle Zanerian School Ink.....	.20

CARDS

White, black and six different colors:	
100 postpaid, 30c; 500 express (shipping weight 2 lbs.),	
\$1.00; 1000 express (shipping weight 4 lbs.), \$2.00.	
Flourished Design Cards:	
With space for name. Two different sets of 12 each. Every	
one different.	
2 sets, 24 cards.....\$.20	6 sets, 72 cards.....\$.40
3 sets, 36 cards......25	12 sets, 144 cards......70

Write for new Penmanship Supply Catalog

ZANER & BLOSER CO., Penmanship Specialists, Columbus, Ohio



A New Bookkeeping Text For Beginners

Written from the Modern Point of View, which Stresses the New and Broadened Conception of the Bookkeeping Course

In common with all other forms of education, commercial education is now undergoing profound changes in scope and character. The content of courses of study are being re-examined, and more comprehensive aims are being set up.

THE H. M. ROWE COMPANY

emphasizes its *position of leadership* by the publication at this opportune time of

ACCOUNTANCY AND BUSINESS MANAGEMENT

BY H. M. ROWE, PH.D.

Author of Rowe's Bookkeeping and Accountancy, Commercial and Industrial Bookkeeping, Junior Arithmetic-Bookkeeping, etc.,

and

HARRY M. ROWE, JR.

Editor, Rowe Series of Commercial Text-Books

SOME OUTSTANDING FEATURES

1. The language of instruction is simpler and more understandable than has ever before been employed in the elucidation of a technical subject.
2. All formal definitions at the beginning of the text are eliminated. The student begins his work by handling simple business transactions with which his environment has made him familiar.
3. The material is so organized as to facilitate class discussion and class teaching.
4. A number of short practice sets in the "Introduction to Bookkeeping" enable the pupil to apply the elementary principles of accounting right from the beginning of his study.
5. Reason has been substituted for rule. Formal bookkeeping "rules" are subordinated to principles of accounting procedure.
6. The transactions in the accompanying **Laboratory Units** are vitalized and made meaningful by concrete instruction in the underlying principles of business management and control.

This new text stresses the more "remote" as well as the "immediate" objective of bookkeeping courses.

It provides teachers with text material through which they can realize fully the possibilities which their subject presents in the way of providing pupils with correct concepts of sound business management.

While it fully meets the "immediate" vocational objective of bookkeeping instruction, the work is so deftly interwoven with the study of the principles of business management and administration as to make the pupil acutely aware of the part which accounting plays in the complex organization of modern economic society.

*"We are either progressing or retrograding all the time;
there is no such thing as remaining stationary in this life."*

PART ONE OF "ACCOUNTANCY AND BUSINESS MANAGEMENT" HAS BEEN PUBLISHED. LABORATORY UNIT ONE IS ON PRESS AND WILL BE AVAILABLE FOR INTRODUCTION IN SCHOOLS BY FEBRUARY FIRST.

The H. M. Rowe Co.

CHICAGO

BALTIMORE

SAN FRANCISCO

THE BUSINESS EDUCATOR

VOL. XXVIII

PROFESSIONAL EDITION, \$1.50 A YEAR

No. 6

February, 1923

PENMANSHIP
BUSINESS

ENGROSSING
EDUCATION

February—

famous because

Washington Worked

and

Lincoln Loved

—E. BROWN, 1921—

ZANER-BLOSER COMPANY
COLUMBUS, OHIO

Our New Model, the Quiet Remington, No. 12

*is the most satisfactory
typewriter for school use*

The quiet feature is as important in the schoolroom as it is in the business office—a most efficient help both to the teacher and the student.

The new Remington No. 12 has other decisive advantages. It is in every respect the *complete typewriter* for instruction purposes—with every Remington merit, every Remington improvement, every up-to-the-minute feature—plus the quiet action that the teacher and the student have always wanted.

*It speaks only in a whisper but will be
heard around the world*

REMINGTON TYPEWRITER COMPANY
374 Broadway, New York

Branches Everywhere

A good typewriter deserves a good ribbon. Use the Paragon Ribbon—made and sold by us.





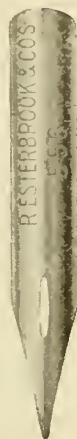
ELLIS BOOKKEEPING

Journalizing Exercises, supplementary
Principles of Bookkeeping, for beginners
The Elementary Tablet Method of Teaching Bookkeeping, for first semester in high school, secretarial work, night school
The Intermediate Tablet Method of Teaching Bookkeeping, for second semester or to follow Elementary Tablet Method in any school
The Complete Tablet Method of Teaching Bookkeeping, a combination of the Elementary and Intermediate
Section 1 Ellis Industrial Bookkeeping, first year high school or short course in business colleges
Section 2 Ellis Industrial Bookkeeping, third semester in high school or advanced course for business colleges
Section 3 Ellis Industrial Bookkeeping, fourth semester in high school or advanced course for business colleges
The Ellis Method of Farm Accounting, a one-book plan that is usable
Ellis Farm Bookkeeping, a more pretentious course
Modern Banking, all bank books used but no vouchers
The Ellis Method of Home Accounting, household bookkeeping
Marshall's Method of Thrift Training, a personal income and expense record.

Write for descriptive circulars or samples of any of the above publications.

ELLIS PUBLISHING COMPANY
Educational Publishers Battle Creek, Mich.

False Economy



To provide expert instruction in penmanship, and to provide anything but good pens and fresh pens to youthful penmen.

School Pen No. 556

America's leading and most popular school pen. A fine-pointed pen, suitable for all grades.

Esterbrook Pen Mfg. Co.

CAMDEN, N. J.

Canadian Agents, The Brown Bros., Ltd., Toronto

The Reference Book of Accounts

By ROBERT J. McINTOSH, Certified Public Accountant

Third Edition—Revised—299 Large Pages—Bound in Law Buckram—\$3.75

An Authoritative Guide

to accounting and systematizing for accountants, auditors, instructors, school and college libraries, students of accounting, executives, merchants—for all who are interested in accounting and the analysis and preparation of financial statements.

The Reference Book of Accounts is not a long course of tedious reading, but a digest of up-to-date accounting practice arranged in such handy form that many accountants, instructors, etc., keep it on their desks for ready reference in solving various problems as they arise.

"I particularly recommend to bookkeeping and accounting teachers, that they read and study this book, and that they in turn recommend it to their students, as it will give to anyone in the shortest possible time, a thorough knowledge of accounting as practiced by the largest and most successful companies, that otherwise would require years of experience and study of accounting theory."—H. E. VanCleaf, C. P. A.

SPECIAL OFFER. A copy of Reference Book of Accounts will be sent prepaid on 5 days' approval. A discount is allowed to schools.

METROPOLITAN TEXT BOOK COMPANY

Metropolitan System of Bookkeeping

New Edition, 1922

By

W. A. Sheaffer

You Will Like It. The text emphasizes the thought side of the subject. It stimulates and encourages the reasoning power of the pupil. Pupils acquire a knowledge of the subject as well as facility in the making of entries. It is a thoroughly seasoned, therefore accurate, text supported by complete Teachers' Reference Books, and Teachers' Manual.

Parts I and II text is an elementary course suitable for any school in which the subject is taught. Two semesters are required in High Schools and a correspondingly shorter time in more intensified courses.

Parts 'II and IV text is suitable for an advanced course following any modern elementary text. We make the statement without hesitation, that this is the most teachable, most up-to-date, and strongest text published for advanced bookkeeping and elementary accounting use.

Corporation-Mfg.-Voucher unit is bound in heavy paper covers and contains all of Part IV. It is a complete course in Corporation accounting including instructions, set of transactions, exercises, problems, etc. It is without doubt the best text for this part of your accounting course. List prices, Text, 120 pages, 40 cents. Supplies, including Blank Books and Papers, 95 cents.

EXAMINATION COPIES will be submitted upon request.

Texts for Commercial Subjects
37 SOUTH WABASH AVENUE

CHICAGO



Books for the Commercial Teacher

Ten Lessons in Bookkeeping

A brand new set for beginners, consisting of Bookkeeping, Banking and Business Practice. Just the thing for use in Shorthand Department.

Bliss Bookkeeping and Accounting

Consists of six sets, thoroughly covering Sole Proprietorships, Partnerships and Corporations. Complete new text.

Corporation Accounting

An advanced course requiring from six to eight weeks, completely covering the organization, the Bookkeeping and the Accounting of Corporations. Fifty illustrations.

National Dictation

With Pitman, Graham and Gregg notes.

Scientific Touch Typewriting

Every Typewriter teacher should examine this book. Hundreds of enthusiastic users.

Simplis Shorthand

Something quite different in a light line system of Shorthand.

Complete catalog explaining these texts mailed upon request. Examination copies sent to reliable schools.

THE F. H. BLISS PUBLISHING COMPANY
SAGINAW, MICHIGAN

Are the Knox Personality and Business Building books taught in your school?

*They have made failure impossible and success
inevitable for tens of thousands.*

SCHOOL PRICE

Salesmanship and Business Efficiency.....	\$1.35
The Science and Art of Selling.....	1.35
Personal Efficiency	1.10
The Science of Judging Men	1.10
Successful Management	1.80
Salesmanship and Personal Efficiency.....	1.80
Home Study Course.....	65.00
(Special discount on Course to teachers)	

*Order free examination copy
of any of these books*

THE KNOX BUSINESS BOOK CO.
CLEVELAND, OHIO

A Normal School of Penmanship

THE Department of Education of the State of Ohio has approved the Course of Study of the Zanerian, and recognizes this school as a Normal Training School for Penmanship Teachers.

On the completion of the prescribed course of two years (six quarters) a Special State Certificate is granted without examination.

Write for the Outline of the Course of Study, and full information as to the granting of credit.

This approved Normal Course will begin June 11, 1923, and the first quarter will close August 31, 1923.

The regular six-weeks Summer School with Normal credit will be held also, beginning June 11.

Zanerian College of Penmanship
COLUMBUS, OHIO.

Headquarters for Good Penmanship and Home of Zane Method Writing



Superior Teacher Training

The Gregg Normal Course appeals to progressive teachers, as it furnishes the instruction and information needed to insure positive results.

Gregg training is intensive, practical, different, resultful; it omits the frills of education and concerns itself with the correct solution of the everyday problems that confront the teacher of commercial subjects. That's why teachers of from two to fifteen years' successful experience profit from this training and enthusiastically recommend it to their colleagues. Naturally, the one about to enter the commercial teaching profession will find this training well nigh indispensable.

The 1923 Session will begin July 2 and close August 10. Write for free bulletin to-day.

GREGG SCHOOL

6 North Michigan Ave.

Chicago, Ill.

The Becker Writing Device

A Perfect Device for
Position and Muscular
Movement Writing

IT WRITES
and Detects Finger
Movement Writing
No Guess Work



The Becker Writing Device differs from all other Devices in many ways. It is the only sure muscular movement Device—in fact a genuine detective. When the Device writes (and it can write) it is muscular movement writing, and if it does not write, it is finger movement writing and you will know it. If you think you are a muscular movement writer and want to know it, send for the Device. It will positively find your weak point and will be worth double its price.

DIRECTIONS IN ORDERING.—Measure around the end of the little finger just a little above the first joint or at the root of the nail. Now give same measurement around the second finger, and send to us and we will send the Device.

PRICE, 50c POSTPAID

C. J. BECKER

PENMAN

FALL RIVER, MASS.



"Better
Typists in a
Quicker
Way"

Use the Flashwriter

WITH THE FOLLOWING RESULTS:

No Noise.

Students Trained More Quickly.

A Considerable Saving in Cost of
Equipment.

What is the FLASHWRITER?

The Flashwriter is a machine for teaching type-writing. Beginners use it in learning the keyboard; advanced students use it to gain speed; shorthand students use it in learning to transcribe their notes.

What is FLASHWRITING?

Flashwriting is a new and better way of practicing the mental and muscular reaction necessary to rapid and accurate typing.

The Flashwriter way is psychologically correct. There is no distracting noise—no bother with paper—no erasing of errors. The students concentrate on

the location of the keys on the keyboard and their relation to one another.

The Flashwriter develops MIND typists—the only dependable kind.

A course of instruction has been worked out consisting of keyboard drills for class and individual use.

Rent a FLASHWRITER

and prepare your typewriting lesson at home. The Flashwriter is for use throughout the entire course.

Write for literature telling what others are doing with the Flashwriter, and what it will do for you.

THE FLASHWRITER COMPANY, INC.

FACTORY: Troy, New York

NEW YORK OFFICE: 200 Fifth Avenue

How to Prepare Specimens for the Business Educator Certificate

The Business Educator Certificate standard represents the degree of proficiency which all should attain in penmanship. It is within the reach of all who are willing to practice carefully and faithfully on the lessons presented in the B. E.

This certificate means much to any one, for it

signifies that his penmanship is good enough to creditably fill any office position. The kind of specimen to submit is indicated by the engraved writing below. Use the same written matter, except substitute your name, address and school. Persons not attending a school should so state.

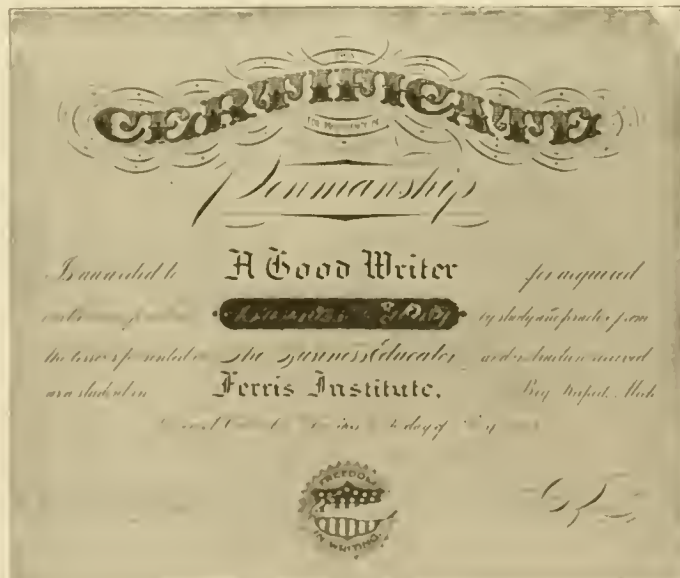
A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q
r s t u v w x y z 1 2 3 4 5 6 7 8 9 0.

This is a specimen of my plain
business penmanship such as I ac-
quired by following the lessons in
the Business Educator and as a
student in Goldsey College,
Wilmington, Del.

14 James St.
STUDENT'S HOME ADDRESS

A. G. Castro.
NAME

The above specimen represents our passing grade for a B. E. Certificate. Do not send us the pupil's "first" specimens; i. e., the ones they executed before beginning to practice. Also please submit from each pupil only one page containing the exact matter shown above. Specimens may be sent at any time. Students who fail should be encouraged to keep on trying until they succeed.



A sample sent teachers free if requested. It's a good idea to have one hung in the school room. It will prove an incentive to your pupils to bring their work up to our standard, and thus win a Certificate.

Legibility is the first essential to good writing. Writing which cannot be read, no matter how fast it is written is worthless, and writing which cannot be easily read is an aggravation.

Movement is very important in good business writing. Writing may be legible but too slow to meet commercial needs. Writing therefore needs to be written freely as well as legibly — it should be neither cramped nor scrawly.

Arrangement is quite important, for good writing poorly arranged does not show up well, and good arrangement is a help to poor writing. See that the margins are even and not crowded.

Lack of neatness has caused more than one to fail. There should be no blots nor smeared places, and by no means write one letter over another. Many fail who can write equally as well as some who win Certificates because the work is carelessly done or contains blots and finger prints. It is a pleasure to examine careful specimens.

The signature frequently is the part of a specimen from which one judges the writer's ability. You will do well to see that it is unmistakably plain, free, neat and well written.

If your teacher does not send in specimens from the class, send yours in yourself. Enclose postage for report.

THE BUSINESS EDUCATOR, Columbus, Ohio

Get Your Copy Now

SECRETARIAL STUDIES

By

RUPERT P. SORELLE

AND

JOHN ROBERT GREGG

This is the first book published that seriously undertakes the problem of converting ordinary machine stenographers into thinking secretaries who use their brains constructively. It develops initiative, executive ability and the power to do. It deals effectively with the entire field of secretarial activities.

The outfit consists of four books as follows:

For the Student

Secretarial Studies (text)	\$1.40
Secretarial Studies Exercises (pad form)	.60

For the Teacher

Secretarial Dictation (contains all the material necessary in working out the dictation assignments)	.80
Teacher's Hand Book	.25

Start the year right by organizing a class in secretarial training

CONTENTS

PART ONE

- I. Standards of Stenographic Work.
- II. Motion Study in Office Work.
- III. Making The Business Letter Attractive.
- IV. Titles of Address, Salutations, Signatures.
- V. Handling Dictation Effectively.
- VI. Effective Handling of Correspondence.
- VII. Governmental Correspondence.
- VIII. Suggestions for Making Correspondence Effective.
- IX. Form and Follow-up Letters.
- X. The Technique of Telephoning.
- XI. Bills, Invoices, and Statements.
- XII. Forms and Remittance: Business Forms.
- XIII. Transportation.
- XIV. Transportation of Goods.
- XV. The Secretary's Contact with the Bank.
- XVI. Telegrams, Cablegrams, and Radiograms.
- XVII. Office Appliances.
- XVIII. Business and Legal Papers.

PART TWO

- XIX. Postal Information.
- XX. Alphabetizing, 1.
- XXI. Alphabetizing, 3.
- XXII. Filing.
- XXIII. Geographic or Town Filing.
- XXIV. Subject Filing.
- XXV. Transferring.
- XXVI. Receiving and Giving Instructions.
- XXVII. Editing Dictated Matter.
- XXVIII. Interviewing Business Callers.
- XXIX. Organizing Memoranda.
- XXX. Business Literature, Advertising, Proofing.
- XXXI. The Business Library.
- XXXII. Sources of Information and Data for Addresses and Speeches.
- XXXIII. Office Reference Books.
- XXXIV. Secretarial Bookkeeping.
- XXXV. Business Graphics.
- XXXVI. Office Organization.

THE GREGG PUBLISHING COMPANY

NEW YORK

CHICAGO

BOSTON

SAN FRANCISCO

LONDON



A NEW WORLD'S RECORD!

350 WORDS A MINUTE IN ISAAC PITMAN SHORTHAND



NATHAN BEHRIN
Champion Shorthand Writer
of the World,
1911, 1912, 1913, 1914 and 1922

At the New York State Shorthand Championship Contests, which were open to all shorthand writers and were held on Dec. 29, 1922, Nathan Behrin, Official Reporter of the New York Supreme Court, and a writer of Isaac Pitman Shorthand, established a World's Record, writing 350 words a minute for two minutes with but two minor errors. Mr. Behrin was also first in the five-minute tests at 250 and 300 words a minute with an accuracy average of 99.64%.

The complete report follows:

STATE CHAMPIONSHIP

250 and 300 words, five minutes

Nathan Behrin	Pitman	99.64% accurate
John F. Daly.....	Pitman	98.44% accurate
Jerome Victory	Pitman	98.21% accurate
Solomon Powsner	Pitman	98.11% accurate
Raymond F. Martin.....	Pitman	97.42% accurate
Neale Ransom	Pitman	96.8 % accurate
W. A. J. Warnement.....	Pitman	96.76% accurate

325 Sprint, two minutes

Behrin	Pitman	3 errors
Daly	Pitman	3 errors
Martin	Pitman	3 errors
Ransom	Pitman	7 errors
Victory	Pitman	7 errors
Powsner	Pitman	23 errors

350 Sprint, two minutes

Behrin	Pitman	2 errors
Ransom	Pitman	8 errors
Victory	Pitman	11 errors
Daly	Pitman	14 errors

Commenting upon Mr. Behrin's remarkable performance, Arthur Brisbane wrote for his column "Today" in the New York Sunday American of December 31, 1922:

"Bow politely to Nathan Behrin, court stenographer. He has broken the World's record, which was his own, by writing in shorthand 350 words in one minute, with only two errors. Think what that means in co-ordination. The ear hears the words poured out at top speed and carries them to the brain. The brain sends the order through the nerves to the muscles of the fingers, and the speech is written, more than five words to the second."

Mr. Behrin's achievement is another victory for Isaac Pitman shorthand, the system which is based on scientifically correct principles. Pitman shorthand is used by all Congressional reporters and by more than 90% of all court reporters, and is taught in 93% of the schools teaching shorthand in New York City.

Send for a copy of "Pitman's Shorthand in One Hour" and particulars of a Free Correspondence Course for Teachers

ISAAC PITMAN & SONS, 2 West Forty-fifth Street NEW YORK

THE Business Educator

COLUMBUS, O.

VOLUME XXVIII

COLUMBUS, OHIO, FEBRUARY, 1923

NUMBER VI

MR. EYTINGE ENTERS ADVERTISING

Many readers of the BUSINESS EDUCATOR will remember when Louis Victor Eytinge contributed articles on letter writing to our columns in 1916-1917. At that time Mr. Eytinge was in the Arizona penitentiary, sent there for a crime of which he has always claimed he was innocent. The newspapers of January 6th bore the information that he has just been paroled after fifteen and one-half years in the penitentiary. The story of Mr. Eytinge is one that ought to make all young men and young women who have only the usual troubles thank God and take courage. When he entered the penitentiary he weighed 119 pounds and the doctor said he would probably live about two months. When he left he was in robust health, having overcome the handicap of the penitentiary environment and regained his health where many men give up and die.

Even more remarkable has been his business advancement. Mr. Eytinge sent out letters advertising curios made by the prisoners. These letters not only built up a considerably mail order business but made Mr. Eytinge famous among advertising men all over the country. Articles from his pen have appeared in many magazines and his services have been in demand. The news item stated that when he was released he had two offers, one a position with a New York concern at a salary of six thousand dollars a year.

Reading the story of such a man is enough to make us wonder why more of the people who have good health and who seem to have good chances do not make more of themselves. Would it help, do you suppose, if more of us had to spend a term in the penitentiary?

NATIONAL COMMERCIAL TEACHERS' FEDERATION OFFICERS FOR 1923

Chicago will be the place of the next meeting.

President **D. W. McMillan**, Southwestern High School, Detroit, Michigan.
First Vice-President **C. M. Yoder**, State Normal School, Whitewater, Wis.
Second Vice-President **H. E. Barnes**, Barnes Business College, Denver, Colo.
Secretary **John Alfred White**, Emerson High School, Gary, Ind.
Treasurer **C. A. Faust**, 1024 N. Robey St., Chicago, Ill.

Executive Committee

D. W. McMillan, Southwestern High School, Detroit, Michigan.
H. E. V. Porter, Jamestown Business College, Jamestown, N. Y.
Ivan E. Chapman, Western High School, Detroit, Michigan.
Chas. T. Smith, Kansas City Business College, Kansas City, Mo.

Private Schools Section

President **W. N. Watson**, Lincoln Business College, Lincoln, Neb.
Vice-President **M. F. Denise**, McLachlan Business University, Grand Rapids, Mich.
Secretary **W. M. Bryant**, Nebraska School of Business, Lincoln, Neb.

Public Schools Section

President **L. M. Hazen**, Shaw Technical High School, East Cleveland, Ohio.
Vice-President **L. A. Kemp**, Manual Training High School, Peoria, Ill.
Secretary **Miss Modesta Barton**, West High School, Des Moines, Iowa.

Shorthand Round Table

Chairman **J. Walter Ross**, South Hills High School, Pittsburgh, Pa.
Vice-Chairman **James S. Curry**, High School of Commerce, Cleveland, Ohio.
Secretary **Adelaide B. Hakes**, Gregg School, Chicago, Ill.

Business Round Table

Chairman **L. M. Wold**, Cedar Rapids Business College, Cedar Rapids, Ia.
Vice-Chairman **Elizabeth Baker**, Commercial High School, Atlanta, Ga.
Secretary **C. B. Munson**, Waukegan Business College, Waukegan, Ill.

AT CONVENTIONS

Occasionally one hears a speaker who reminds you that a public address may be likened to pouring water from a carafe into a glass. In this operation the object should be to fill the glass rather than to empty the carafe. Before some of the addresses were over the audience was running over or at least was running away.

M. F. Denise, Manager of McLachlan Business University, Grand Rapids, Mich., ordered 33 Business School Certificates just before the close of the year. This makes a total of 71 certificates ordered by this school during 1922.

A SPLENDID TRIBUTE TO THE SPLENDID AUTHOR OF SPLENDID ARTICLES

UNITED STATES SENATE Committee on Claims

Arthur Capper, Kans., Chairman
December 19, 1922

Mr. M. N. Bunker, President, The Peoples College, Fort Scott, Kansas.

My dear Mr. Bunker:

I extend congratulations on the excellent article "Salesmanship" which appeared in "The Business Educator." It conveys a most vital message to the readers of that magazine. It shows the thorough preparation, so characteristic of you, and the lesson it teaches is one that should be carried to every man and woman in the business world.

With cordial holiday greetings, I am

Very respectfully,
(Signed) **ARTHUR CAPPER.**

The BUSINESS EDUCATOR

ARTHUR G. SKEELES - - - - - Editor
ORACE G. HEALEY - - - - - Contributing Editor
L. W. BLOSER - - - - - Business Manager

Published monthly (except July and August)
By **THE ZANER-BLOSER CO.**,
612 N. Park St., Columbus, O.

SUBSCRIPTION RATES

Students' Edition\$1.00 a year
Professional Edition\$1.50 a year
(To Canada, 10c more; foreign, 20c more, to pay extra postage.)

The Professional Edition contains 8 pages more than the Students' Edition, these being devoted to articles of special interest to Commercial and Penmanship Teachers. All the specimens of penmanship, and all the advertising are in both editions.

Change of address should be requested promptly in advance, if possible, giving the old as well as the new address.

Advertising rates furnished upon request.

The Business Educator is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.



EVERYDAY PENMANSHIP

By JOHN S. GRIFFITH

302 W. 61st Street, Chicago
Penman, Englewood Business College

SEND SPECIMENS of your work to Mr. Griffith for criticism. Enclose 25c—worth more.
TEACHERS sending specimens from ten or more students should remit 10c for each specimen.

See announcement of Prize Winners on page 30 (38 in Professional Edition).

This month I am presenting a few excerpts from an article written by Jhon Philip Sousa, America's Band Master—from The C. C. Conn Ltd., Magazine.

"SUCCESS IN MUSIC AND HOW TO WIN IT"

"Assuming one has adaptability, talent or genius for music in its various ramifications, that is, as a player, a composer, conductor or combination of any of these, the chance of success is very great if to it is added sincerity and loftiness of purpose.

"It is a worthy ambition to hitch your wagon to a star, but if you do not know how to drive, it avails naught. It is highly desirable to want to aspire to leadership, but it is more important that one is worthy of leadership.

"He who serves his art and his fellowman conscientiously and intelligently, becomes a leader. He who aims at leadership, finds himself without any one to dictate to.

"I should say a great detriment to success is envy, and whenever the musician has it, he stands weakened before his profession and his auditor. It is always proper to admire, applaud and acknowledge greatness in others, and if you are worthy, you will very soon find that the world acknowledges that in you."

Read the above article several times, for it is not alone food for the mind of the beginner, but it has a message in it for the professional as well. Narrowness on the part of many penmen has prevented the profession from enjoying much of the success it is justly entitled to.

HONOR ROLL

Some very fine specimens have been received from the following:

H. A. Hillger
Kelvin L. McCray
Benigno Fernandez
E. E. Allen
J. D. Dorrough
James P. Fogarty
Fred Callies
M. R. Herrold
Carrie Boley
O. Marken
Ralph Marken
Clarence S. Webster
Elsie Polcy
W. H. Morgan
Ross R. Garman
Roland R. Pearson

From a standpoint of improvement Kelvin L. McCray, J. D. Dorrough and M. R. Herrold are running a close race. O. Marken and his twelve year old son are submitting some unusually fine specimens. Ross R. Garman, a Court Reporter, submitted excellent copies for the months of Sept., Oct., Nov., and Dec.

Ask your teacher about the Business Educator Certificate.

l l l l f f f f f f f f f f
fine fine fame fame often often
a f a f a f g g g g g g g g g g
question question quake quake ques

Lesson 1. Review. (2) Make loop as in small l without lifting the pen. Make the exercise, then the lower loop and finishing stroke; 8 counts. (3) Three counts; avoid long loops. (6) Small a and lower loop of the f.

i i i j j j j j j j j j
just just just just just just
a a a f f f g g g g g g
jug game age jaunt gauge jg

Lessons 8 and 9. Small i is similar to the part of the j above the line. (10) Two counts. (12) Combine the a and j and the result is g.



¹⁴j j j ¹⁵t t t ¹⁶p p p tp pt
¹⁷ppp ppp ppp ppp ppp
¹⁸jump pump paint apple pp

Lessons 14 and 15. Practice these. Use them in developing the loop style p. Avoid long lower loops.

¹⁹my my my my ²⁰y y y y y y
²¹yyy yyy yyy yyy yyy yyy yyy
²²mz mz mz mz ²³z z z z z z z
²⁴azure young zone youth azure adz

Lesson 19. The first part of the y is round. Bear that in mind. (20) Three counts. (22) Round the tops.
 (23) Three counts or two.

²⁵A B C D E F G H I J K L M
 N O P Q R S T U V W X Y Z

²⁶A B C D E F G H I J K L M N O P
 Q R S T U V W X Y Z - 1 2 3 4 5 6 7 8 9 0

²⁷A B C D E F G H I J K L M
 N O P Q R S T U V W X Y Z

²⁸A B C D E F G H I J K L M N O P Q
 R S T U V W X Y Z J. Griffith

Lessons 25, 26, 27 and 28. We have, I believe, had a drill on each small and each capital letter. Now let us attempt sets of capital letters. It is not an easy task to write a good set of capitals. Strive to acquire uniformity of slant, spacing, size and line quality. The first letter will be the standard in that case, for certainly it governs those points mentioned. For spacing consider the distance between the first two. Keep your pen clean and sufficiently loaded with ink AND USE ARM MOVEMENT.

Combinations

ABC DEF GHI JKL MNO
PQR STU VWX YZ

Lesson 29. A few combinations. Try your luck. In these one may use his own ideas about the joinings. Get the swing, but avoid monkey-shines.

³⁰ L.A. Reagan M.J. Kinsey C.F. Arnold
J. Kamenske
C.P. Zaner D.L. Farris E.W. Blaser

Lesson 30. Signatures written with a coarse pen.

³¹ M.R. Griffith M.J. Walters A.G. Mazura
W.X. Paluch N.V. Kessinger L.H. Jones
F.A. Barnes C.P. Zaner L.B. Beeson
C.W. Young J.W. Butcher Perry Singer
A.E. Erblang L.B. Kingman D.U. Hles
C.F. Sands M.A. Albin P.W. Larson
H.E. Saviers F.E. Turner L.T. Olson

Lesson 31. These signatures are more carefully written than those in Lesson 30.
Have you won the Business Educator Certificate?



BUSINESS WRITING

Copies by E. A. Lupfer

Instructions by Arthur G. Skeeles

POSITION

Let us take up position in a systematic way, considering both health and efficiency. The teacher should enlarge on the following outline, laying emphasis on any part which may not be entirely clear to the pupils:

1. Feet flat on the floor.
2. Sit up. Don't slouch. Shoulders back. First lean clear back in the chair, then lean forward until your body is half way between the back of the chair and the edge of your desk.
3. Place the elbows on the desk, extending about one-half inch off the edge of the desk. A slight variation is permissible as long as you do good work and keep the shoulders even.
4. First finger should curve gracefully and rest on the top of the holder directly back of the eye of the pen and one-fourth of an inch from where the

pen goes into the holder. If first finger is to the right or left of the eye, you will write on the side of the pen which would soon scratch and make a rough line.

5. The second finger should curve slightly and should rest underneath the penholder which should cross it at the base of the nail.

6. The thumb should rest against the left side of the holder. The end of the thumb is thrown back until it is about opposite the first joint of the first finger. The end of the thumb should always be back of the end of the first finger.

7. The third and fourth finger should be doubled under in a natural position and glide on the nails. Some glide on the flesh but one should not turn the hand over too far.

8. The knuckle should point towards

the ceiling and not out to the right. This will keep the hand off the side.

9. The holder should cross at the knuckle and point towards the right shoulder. It should be neither too high nor too low but should slant at about 45°. The arm should roll on the muscle below the elbow.

10. Let us roll the arm around on the muscle for a few minutes, not letting the hand touch the paper. You can feel the muscles as you swing around freely. Lower the hand now and glide on the nails of the third and fourth fingers. The movement comes from the shoulder. Avoid a lateral wrist motion and finger movement.

11. The wrist should be pointed towards the ceiling. It does not necessarily have to be flat, but it should not be turned to the right so that the side of the hand touches the paper.

12. The paper should be placed directly in front of the body. Suppose you draw an imaginary line from the lower left hand corner of your desk to the upper right hand corner. The lines on the paper should be parallel to this line. In this position the down strokes are made towards the center of the body.

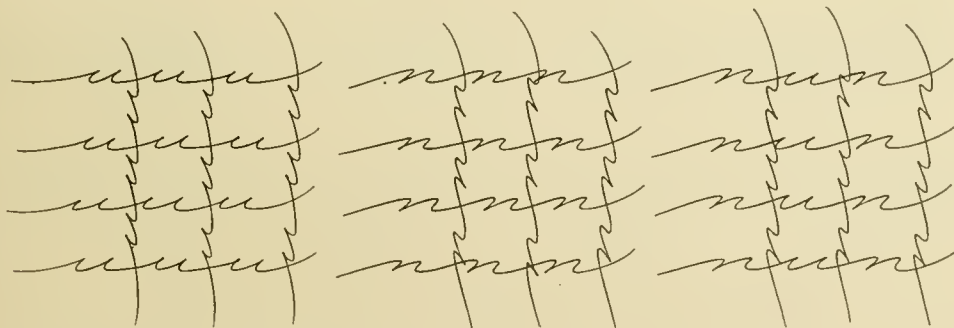


Here are three exercises very widely used. You should practice at least three full lines of each exercise before taking up the next lesson, and then review these exercises briefly each time you sit down to practice, until they can be well made almost automatically.

In making these exercises remember that you are practicing position, penholding and movement as outlined in the introduction to this lesson. A movement exercise is never an end in itself. No matter how beautifully one may make it, unless you were using a method of writing that you can apply to words and sentences, there is no use at all in making the exercises.

Notice carefully the shape of the ovals. Any complete oval if taken out of the exercise should be the shape of the capital O, that is, two-thirds as wide as high.

Notice the slant also. A line through the longest part of the oval should be in the same direction as the straight line exercise; that is, it should point directly toward the center of the body. Another way of saying this is that it should be parallel to the right and left ends of the desk.



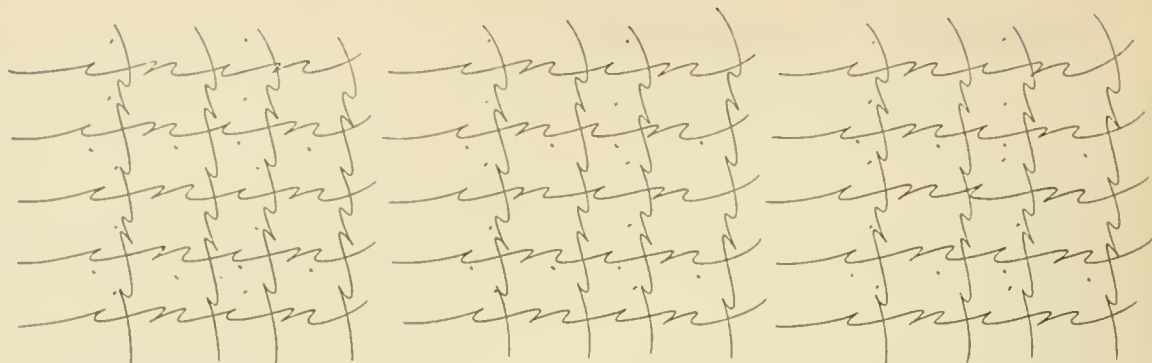
Here are some movement exercises which prepare for the small letters. Study them carefully; then practice at least eight lines of each one.

In these exercises count for the up stroke. For the letters "u" or "n" made alone, the count is 1, 2, 3. When these letters are connected, the count is two for each letter with an extra count for the finishing stroke. That makes the count for the three letters 1, 2, 3, 4, 5, 6, 7.

Each exercise is to be practiced across the paper. That is, on one line make four groups of the letter "u" and cover four lines. Then turn the paper one-half way around and write another group across the first. Then skip a line and make another group of four lines more in the same way.

Then practice the letter "n" and the word "nun", making eight lines of each entirely across the paper.

Whenever you have the opportunity observe some one else write. Get your teacher to write for you and see how easily and smoothly his pen glides across the paper. These exercises should all be made rapidly with a smooth, even count.



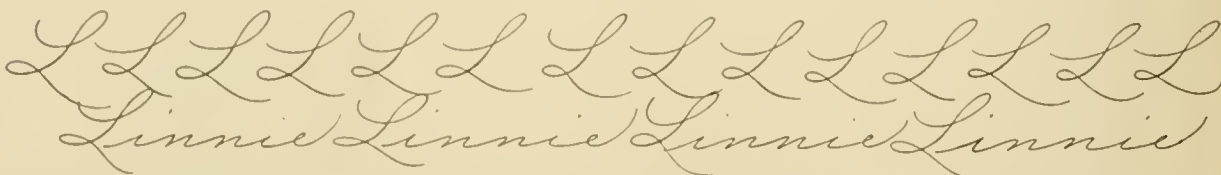
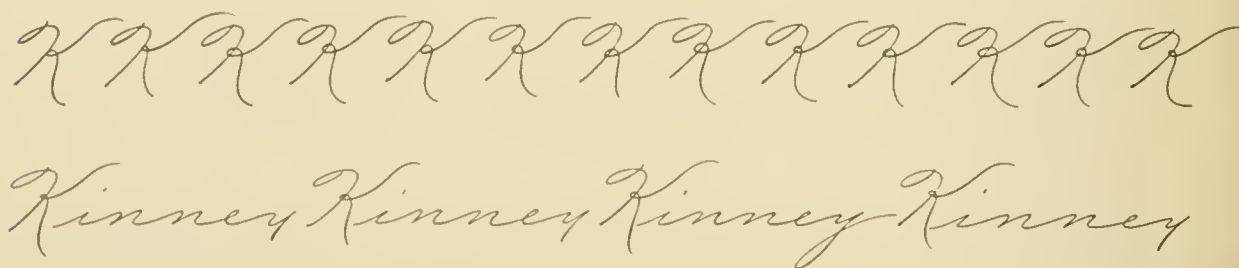
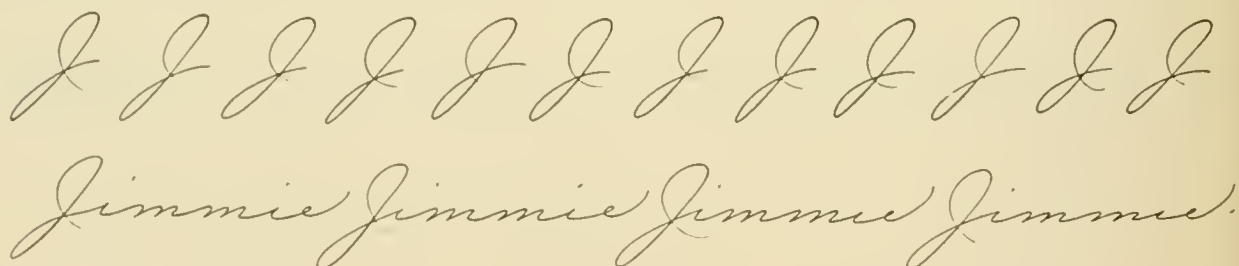
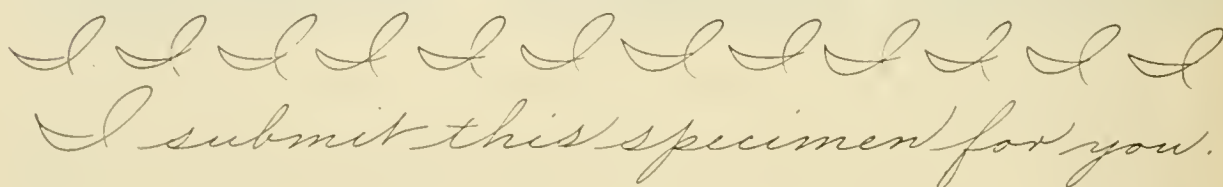
The word "in" is a very common one and a very simple word to write. When two words are combined the count is the same as for the groups of letters practiced above, but the rhythm is different. See if you can write this word in groups of two easily and rapidly.

In this first lesson an unusual amount of space is taken up for instructions. Beginning with March two pages each issue will be presented, with a good number of copies each month.

ADVANCED PRACTICE

By A. P. MEUB,
2051 N. Lake Street, Pasadena, California

Following Plates
will introduce other
capital letters.





ORNAMENTAL WRITING

Copies and Instructions by

RENE GUILLARD, 1212 Elmwood Avenue, Evanston, Ill.

Send Mr. Guillard two pages of your practice work with 25 cents and he will criticise and return your work

Let me emphasize the necessity of an easy arm movement in all your work in ornamental penmanship.

The speed should be such as does not admit of anything but smooth lines. The shades are made a little more slowly than the light lines, but the

slowing down process should be gradual. Notice that all shades begin with a light line and after they have reached their greatest width they gradually decrease to light lines again.

The capitals M, N, H, X, and W begin with the same principle. The

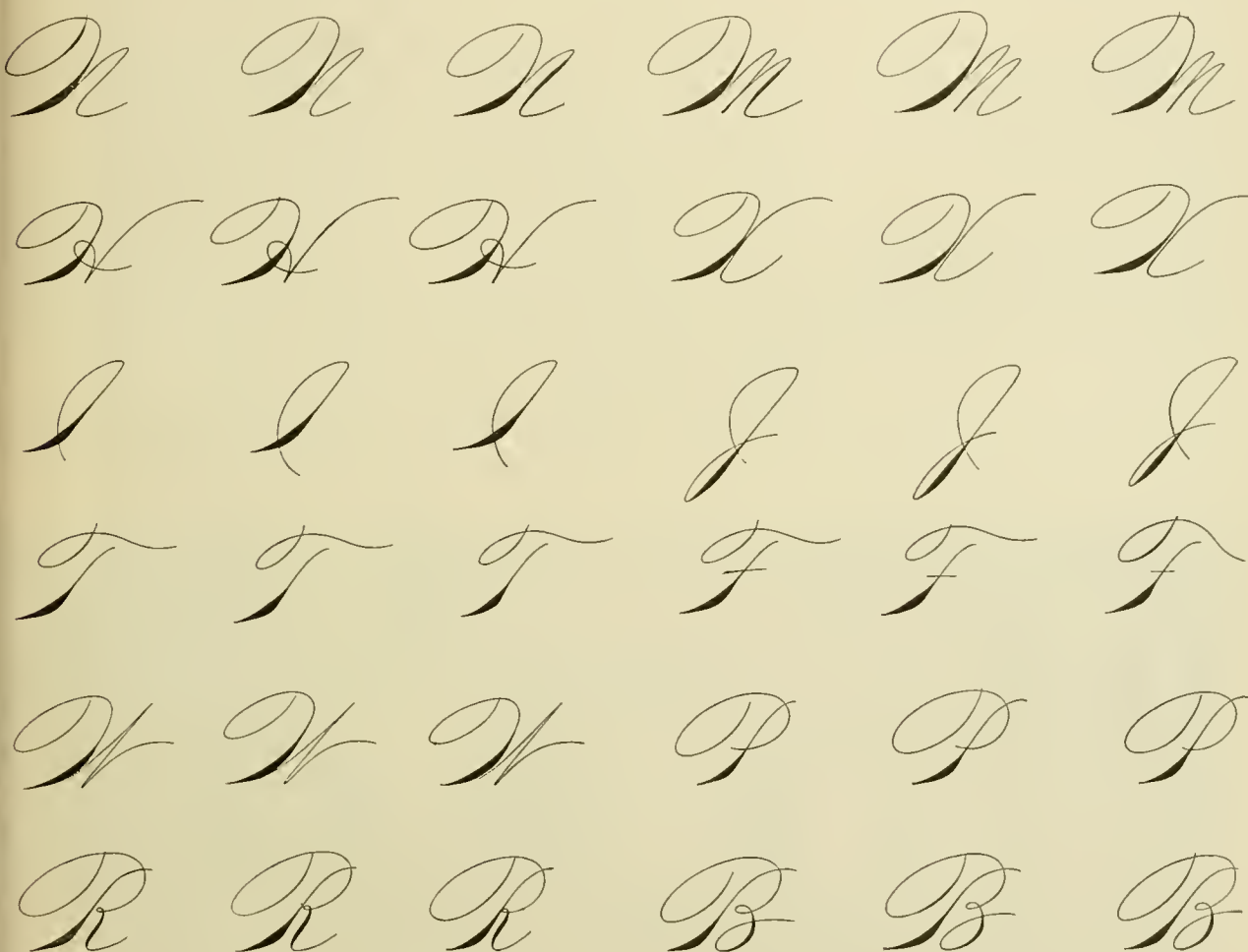
M and N end alike while the H and K end in much the same way. The W has an ending all its own.

One thing to bear in mind is, that in making the second part of each of these letters, the light line should not touch the shade. Notice the M, N and W in the copy. The same is true of the H.

The I and J begin in the same manner. Try to get the down stroke of the J straight.

The T, F, P, R and B all have the same beginning stroke, which is known as the capital stem.

Do your best then send me your work for correction.



Everyone should be able to write a readable style of handwriting with ease and freedom. Illegible writing is no more a mark of education than is incorrect English. Your handwriting is part of your education—part of you. Therefore you want those who may judge you by it to get a good impression of you. It may help you to secure a good position and many other desirable things.

As a means of developing persever-

ance, will-power and other qualities necessary to succeed in any profession, penmanship is very valuable. You can acquire a beautiful handwriting by systematically following these lessons. We shall endeavor to make these lessons as interesting and instructive as the limited space will permit.

G. C. Green of Goldey College, Wilmington, Delaware, recently sent fifty-one subscriptions to the BUSINESS

EDUCATOR. The teachers in Goldey College are all working to secure better penmanship, and much credit is due to **J. W. Miller, W. R. Kiddoo and F. H. Metzler**, as well as **W. E. Douglas**, the President.

That Mr. Green and the other teachers are getting good results is shown by the fact that the same time these subscriptions were sent in an order was received for thirty-seven Business Educator Certificates.

Signatures by Mr. F. B. Courtney

F. B. Courtney

P. B. Blaine

J. P. Fancher

M. B. Warren

J. B. Thornton

COMMENT BY E. W. BLOSER

Long straight shades are not desirable in ornamental penmanship, but short well-curved snappy shades are what penmen like Mr. Courtney aim at—shades that increase and decrease quickly.

To make shades it is necessary to be able to tension and relax the muscles quickly. It requires considerable pressure to make bold shades and little or no pressure should be used to make attractive light lines. The heavier the shade the greater the pressure and the greater the pressure the greater the tension required.

We can well afford to devote this lesson to the study and practice of pressure and no pressure, to tension and relaxation. Tension and relax,

tension and relax, tension and relax. That is necessary, and it must be done while the pen is in motion in most instances.

It requires a good grip on the pen to make a heavy, effective shade and scarcely no grip to make the proper light line. To alternate from one to the other is the difficulty to be mastered. You could not make the small letters well with the pen gripped as it elters well with the pen gripped as it must be in making heavy shades. But don't grip the pen more than is necessary. Relax all you possibly can in executing fine penmanship.

But to throw a horse a certain amount of strength must be exerted in some way, and to throw an effective shade enough force must also be used to accomplish the result.

Try to write with practically no pressure or tension. You will learn something by doing so. A trial of the kind is sometimes surprising in results, and especially in business writing.

But considerable force is necessary in making the shades in bold, ornamental writing. If some instrument could have been placed under the paper that would have registered the pressure Mr. Courtney exerted when making some of the bold shades like that in the F in the signature in the center we imagine the indicator would surprise some of us by reaching higher than we supposed it would.

Study and practice tension and relaxation, pressure and no pressure, and see if such work does not help you to master these forms.



WINNI
CAMP

Teacher's Professional Edition (Supplement)

Pages 17 to 24, Inclusive

The Spencerian School, Cleveland, Ohio, began regular sessions in its new building at 3201 Euclid Avenue early in December. An entire section of the Cleveland Plain Dealer for December 10th was given to this school and from it we glean the following items:

The Spencerian was founded in 1848 so it is now about seventy-five years old. Platt R. Spencer came to the Spencerian in the early sixties as head of its Penmanship Department. The school was incorporated in 1895. It was one of the first schools in the United States to teach typewriting and also one of the first to teach "touch typewriting." At the present time it gives a thorough training not only in the usual business college subjects but in higher accounting, law, secretarial studies and similar subjects. It has a faculty of thirty-one teachers and officers and an attendance of about one thousand students, has fifty thousand square feet of floor space in its new building, and during the seventy-five years of its existence has trained more than 53,100 young men and young women for business positions. The Plain Dealer says further, "For twenty years E. E. Merville, President, has been the guiding genius of Spencerian School. He came to Cleveland from Buffalo, where he began his career as an educator. His administration has continued the elevating process which has marked the school's growth over three-quarters of a century."

A BASIS FOR JUDGING TYPING SPEED

By C. E. Birch

There is one point which should be considered in connection with speed. That is the fallacy of "words per minute" as the unit of measurement of typing speed. It is not and never can be used as a reliable standard. I have been guilty of using this expression once in last month's article, but in such a relative way that its meaning can hardly be mistaken.

By way of illustration, compare these two lines, which are of equal length when typed:

I think that it is the best time of the day for you to go in.

Speaking parenthetically, we should suggest its advisability.

One consists of 16 words and the other of 7. Yet the work of writing the lines is approximately the same in either case. Two students may practice these sentences, one taking the first sentence and the other the second. The one may write 100 words per minute, while the other writes only 50. Which has done the better work, assuming there are no errors? Can you compare the work in terms of words per minute? Obviously, by counting the strokes a more exact comparison

may be had. This has been advocated, but it is a much more burdensome method. Why not substitute what we might designate as a standard line as the unit of measurement and comparison? Suppose we agree on 65 strokes (including spacings) as this unit or standard line. If an operator then says that he is writing new matter at the rate of 5, 5½, or 5¾ lines per minute, that conveys a very much more definite concept of his typing ability than for him to say that he is writing 75 words per minute.

We can not get an entirely reliable comparison by means of words, lines, or even strokes, for the nature of the composition has so much to do with the speed of operation. Technical material, geographical and other difficult names, slow up the most expert operators. Familiarity with words and terms adds materially to speed. For this reason, as stated, we can never be quite sure that one person is a better writer than another by comparing records which are at all close, except as they are made on exactly the same matter and under the same conditions. What is claimed for the suggested method follows:

1. Lines are easier to count than words or strokes.
2. Lines convey a much clearer idea of typing ability than words per minute.
3. In counting the lines written per minute, by omitting all lines containing errors an automatic penalty would be assessed.
4. The scoring of papers and the recording of results would be greatly simplified.

F. B. Cornwall is now teaching penmanship in Paris, Texas, Commercial College. J. M. Roach, President. Mr. Cornwall has had several years' experience in penmanship, having received his instruction from George Thompson. A. D. Skeels and Mr. McLaughlin in the Canada Business College. He has also been a wide student of penmanship and states that he has received many valuable suggestions and much useful information from the works of D. T. Ames, Madaras, Zaner, and others.

We wish for Mr. Cornwall and the Paris Commercial College the success which we feel sure they deserve.

IN THE TIGER ROOM

(See page 20)

It occurred to us that probably the two tigers just back of the speaker's stand, which were looking so fiercely at each other while the lady was calmly arranging her hair, were holding a dialogue something as follows:

First Tiger: "Come on, Tawny, I feel hungry. Let's take the lady to dinner."

Second Tiger: "You go jump in the lake, Yellow Stripes. If we divide up this lady there will still be two hungry tigers."

The argument was still unsettled when we boarded the train for Columbus.

THE SOUTHERN ASSOCIATION OF COMMERCIAL SCHOOLS

Officers: W. W. Merriman, Pres., Macon, Ga.; M. H. Bowen, 1st Vice-Pres., Columbia, S. C.; B. Dixon Hall, 2d Vice-Pres., Atlanta, Ga.; Alice V. Wylie, Secretary, Memphis, Tenn.; Clark E. Harrison, Treas., Atlanta, Ga.

Executive Committee: R. H. Lindsay, Louisville, Ky.; R. E. Carter, Athens, Ga.; Mrs. S. F. Avatte, Greenville, S. C.

The first annual convention of the Southern Commercial Teachers Association, with representatives from La., Miss., Ala., Ga., N. C., S. C., Ky., and Tenn.

Mr. Merriman, president of the Association, made the address and pointed out the need of co-operation and organization of the various business and commercial colleges of the country. By united thought, united ideas, united plans, united endeavors for the one common cause—commercial education is bound to win and bring us all good returns.

The Association endorsed J. D. Kennedy (Chattanooga CPA) in his assertion that "advertisements appearing in magazines throughout the country offering short cuts to public accountancy were misleading—that the fundamentals must be mastered—theory of accounts, public accounting, and commercial law—before a student can qualify as a public accountant."

J. M. Watters, Dean of Commercial Department, Georgia Tech., gave an address on the Profession of Business, and stressed the fact that business is a profession and should be taught as such.

J. L. Harman, President of Bowling Green Business University of Bowling Green, Kentucky, and one of the Governors of the National Association of Accredited Commercial Schools, was sent as a representative of his Association and discussed the subject of Good Will. He made an appeal for better co-operation, better ideals, less exaggeration in advertising, and above all, for integrity in every relation. He appealed for a broader ideal in the South—for a Southern Association that would embrace commercial teachers whether in high schools, business colleges, Y. M. C. A. or parochial schools.

At the banquet held Friday night given at the Hotel Patten, Prof. J. S. Zeigler, superintendent of the city schools, made a short address on "Who is the Educated Man?" He said that no man should be said to have finished his education until he had been taught loyalty to his fellowman, to his employer, to his family and to his country.

The old officers were re-elected and Birmingham selected as the place of meeting for the next Convention, Friday and Saturday after Thanksgiving.



MENTAL MEANDERINGS

By CARL MARSHALL
Weichtpec, California

Michigan's Man of Brains

It was some thirty-five years ago, I think, that a pair of hopeful young school-teachers, fresh from that fountain of pedagogic inspiration, the Oswego Normal School, set up their professional lares and penates in Big Rapids, then as now, a demure little burg up in the recently logged-out pine woods of western



Michigan. This pair were Woodbridge N. Ferris, and his devoted young wife, —school-mate and love-mate—and they had picked out this obscure but homey little town as a place to change the fleecy substance of their dreams into the enduring marble of accomplishment.

A humbler beginning could hardly be imagined, unless it might be Mark Hopkins' log. Fifteen students housed in a room over a grocery store, with the hopeful young couple from Oswego as the entire faculty. No endowment, no financial backing, no political or church pull, and no guaranty for the future except high resolve and enduring faith. And how finely justified, this faith! For more than a quarter of a century, now, Ferris Institute has been putting its spiritual and educational hall-mark on the souls and minds of Michigan youth from every neighborhood in the state, and from many points far beyond its borders. Why? No prolix explanation is needed. It was the honest-minded, high-souled intelligence of the man and woman that did it. Something like it has been done in the world many times before. It is the hope of our common human clay that it is ever ready to yield to the impress of really great souls.

However, this is not by way of being a eulogy. The many EDUCATOR readers who for the past twenty years or more have, at our teachers' gatherings, been charmed and inspired by the eloquence, wit and fine idealism of Woodbridge N. Ferris, do not need my poor tribute to his worth. But I have had the additional privilege, not enjoyed by all of you, of seeing him in action in his own work-shop. Brilliant and electric as he may be as an orator and debater, he is yet more brilliant as a teacher. We who believe from the core of our souls that education is the highest human enterprise, may claim him for our very own.

So it came about when I opened my Literary Digest the other day and saw that he had been elected United States Senator from Michigan, I hardly knew whether I ought to shout or draw a long face. I felt somewhat the same way when he was elected Governor some years back, but that did not so

much matter, because he could still be in touch with his great life-work at Big Rapids. But what now? He cannot run up from Washington every week-end to pour inspiration into the hearts of the young folks gathered at Big Rapids. I can hear them say: "It looks like we are going to lose him!"

Unless his not too rugged health should break, Ferris will loom large in the Senate, for in courage, intellect and integrity, he is mountain high above either the smooth self-seekers, or the noisy agitators, who together make up most of the ninety-six. Michigan has sent this big-brained man to the front at a time when, if ever, such men are needed. Furthermore, in the strategy of big politics, it is not beyond the possibilities that a democrat who can command the respect and suffrages of so stalwart a republican state as Michigan, may be the Democratic nominee for President in 1924. Well, Woodbridge N. Ferris is big enough for that job, too.

Brer Bear and His Ways

What will you think when I tell you that big, husky, really and truly bears have been coming down of nights to our orchard, not a hundred yards from my window, to help themselves to the windfalls? Sounds sorta shivery, doesn't it? But up this way, nobody seems to pay much attention to Brer Bear, and, for the most part, he is allowed to go and come as he pleases, unless, perchance, he should develop an unholly appetite for the Indian farmer's pig. In this case the Indian gets busy, and Bruin is likely to find himself in trouble. The bears that frequent the Klamath country appear to be mostly vegetarians, rarely preying upon other animals or even eating flesh unless pressed by hunger. They like acorns and other nuts, and all kinds of fruits, wild or cultivated, and are great berry-pickers. They will stand on their hind legs and strip a huckleberry bush from top to bottom, taking in berries, leaves, twigs and all in one ravishing mouthful. They also dig industriously for several kinds of soft roots, especially the skunk cabbage, over which fetid delicacy they smack their lips as does a German over his limburger cheese.

Bears never attack human beings unless wounded or cornered, and always make off rapidly whenever they find that humans are about. There is an exception to this rule, however, in the case of a female bear, if her den is approached too closely when her cubs are very young. In this case, she may charge at some distance and is most vicious and dangerous. The Indians say that the pig-killing bears are the victims of an acquired taste like that of the man-eating lion or tiger, and that

if this taste is once acquired, the bear will take long chances to gratify it. Just the other night, the presence of one of these marauders was made manifest in our neighborhood by the raucous squealing of his victims, and everybody turned out to get him, and they did, although the fight did not end till the next afternoon. All the carnivora from the lion and tiger down to the fox and weasel observe certain rules of the game in disposing of their kill, mercifully slaying the victim by a single blow of the paw or a swift bite at the throat. Not so Brer Bear. He wastes no time on such chivalric preliminaries, but grabs poor piggy catch-as-catch can, with his big paws, and proceeds to devour him in the manner of an urchin disposing of an apple after the second bell has rung. Sometimes the victim squeals for a quarter of an hour before he gives up the ghost.

The little Indians hereabouts seem to have no inborn fear of bears as do the white kiddies. Old Nokomis may have scared the little Hiawatha with her, "Hush! the naked bear may get thee!", but the threat would hardly have impressed the little Klamath, for he knows that bears are about the shyest things on the mountain, and hardly more likely to "get him" than is a jack-rabbit. The contempt felt for the bear by the average Indian is illustrated by the following incident that occurred in this neighborhood some time ago. A woman, with her young family, was alone in her cabin one night when one of the hogs in a near-by pen set up a piteous squealing. Well knowing what the trouble was, the woman seized a big double-bitted axe and sallied forth to the rescue. The night was not so dark but that she could see the bear standing up in the pen and helping himself to the poor porker in the usual manner.

Quickly she sprang over the fence and slipping up behind the marauder, gave him such a wicked cut that he was glad to drop the pig and make off. In relating the incident, this Indian lady did not appear to feel that she had done anything out of the ordinary, or that anybody else would not have done. In concluding the story she remarked, with that sense of humor quite characteristic of these Indians, when one comes to know them: "But dat bear, he ain't ver much polite. He just run off an' never even say 'Good-bye!'"

There are several varieties of bear in this region, but they doubtless all belong to the species known in the books as *Ursus Americanus*. One kind is more brown than black and very large. The pig-killer who was hunted down the other day was of this variety. He tipped the beam at over 500 pounds, and measured over seven feet in length. Another kind known as the "silver-tip" is jet black, much smaller and his nose has a white tip. Still another variety has a white spot on the breast. Whether the great cinnamon bear, nearly as large as a grizzly, and formerly frequent in these mountains, is a distinct species, is a moot point. I helped kill one of these big fellows near here some

(Continued on page 23)



Department of PUBLIC SCHOOL WRITING

Frank H. Arnold, Supervisor of Penmanship, Spokane, Wash.

PRIMARY WRITING

The problem of teaching writing to beginners is a simple one, if the teacher during the first year gives her attention almost wholly to blackboard writing. The little child has many problems to master early in his school life, and there is no real reason why he should write at the seat until he has mastered at the board all the small letters and many easy words. I write the foregoing sentence deliberately after observing for more than seven years a number of methods of teaching writing to little people.

When I commenced my supervisory work in this city, I found the teachers were following a "fifty-fifty" plan, so to speak. In other words, about the same amount of time was given to seat work the first year as was given to board work. Board and seat work were taught together from the very outset. By this method of teaching, the immature child had to struggle with correct body position, pencil holding, and letter formation from the very beginning of his school life. This was an entirely wrong way to proceed, I am sure.

Today in Spokane the first grade child does no writing at the seat until he has learned to write at the board all the small letters, and every word in the Zaner Compendium No. 1. He learns to write these words at the board almost as rapidly as the adult writes them. In addition to this, the first grade child can write rapidly at the board any word that he can spell in his reading or spelling lessons.

In other words, he knows how to form the small letters—every one of

them—well, and to write them rapidly before the pencil is put into his hands. During the last six weeks of the first school year we teach the child pencil holding, seat position and a few easy words. We give him very few words to write, but we insist that he write these few with the proper finger position and with arm movement.

What is the effect of this plan on second year writing? I am asking this question myself so that I may answer it. I know that such a question will arise in the minds of many of my readers. Well, I don't have to guess when I answer this question. A speak from knowledge gained after a number of years of experience along this line. I can say without hesitancy that the first grade child who has been taught almost wholly at the board the first year does better seat work the second year than does the child who has had less board work and more seat training. I have in my office some fine evidence to prove the wisdom of teaching children during the first school years almost exclusively at the board. I have papers showing the first words that a number of children wrote with a pencil. One not familiar with the way these boys and girls had been trained would draw the conclusion that these words had been practiced many, many times. The letters in these words were well formed, and the writing was done with the right kind of movement. The secret of this good work lies in the fact that these children knew letter forms well before they ever wrote a word with a pencil. Teachers, it is an easy step from blackboard writing to seat writing, if the

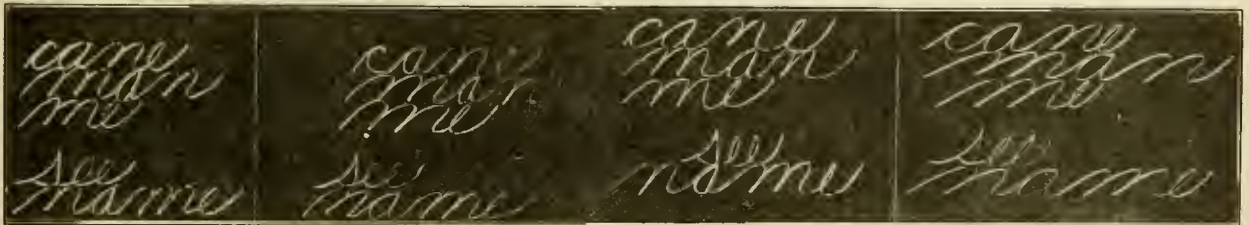
blackboard training has been of the right kind.

The child who learns to write rapidly at the board—and please do not forget that I have used the word "rapidly"—has very little difficulty in writing on paper the same word, if he has had a few preliminary lessons in pencil holding and in pencil control. If you should require the child to write with a pencil as small as the adult should write, it would be an entirely different proposition. The large letter form is easy to write at the seat after the child's experience at the board. If he writes this large word with whole arm movement, the transition from board writing to seat writing becomes an easy thing.

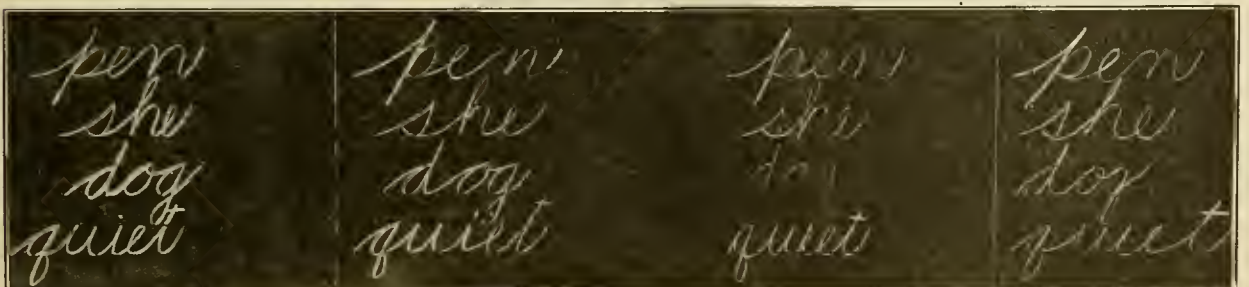
At this time I am going to briefly describe our method of teaching writing to beginners in this city. In the first place, I should say that all our boards in the first and second grade are ruled, the lines being permanently painted on the boards. The ruled lines are two and one-half inches apart. We use a yellow paint in ruling the lines. We find the light blue line is too dim. This is particularly true, if the room is poorly lighted.

We use crayola quite freely in putting on board copies for the child to retrace. The kind of crayola that is desirable is hard to find, but we succeed most of the time in finding a crayola that will make lines that can be erased after one or two days of use. Before the child is allowed to trace the crayola copy, he does much "pretend work" with his chalk. He is required to do this "pretend" or "make-believe work" rapidly, thoughtfully and carefully. He is not allowed to stand near the board and aimlessly and ludicrously wave his chalk in the air while the teacher counts for a letter form or spells for a word. He is shown how to hold his chalk very near the copy and is taught to make his writing motions rapidly. He gets rhythm and speed in writing from the very outset. When he touches the

(Continued on page 22)



One-B Writing, Dec. 21, 1922



One-A Writing, Dec. 21, 1922



National Commercial Teachers' Federation 25th ANNUAL CONVENTION

Chicago, December 26-29, 1922

The 25th annual convention of the National Commercial Teachers Federation brought together at the Hotel Sherman, Chicago, on December 26th to 29th, inclusive, about the largest gathering of commercial teachers ever held in the world. The Secretary reported a total enrollment of —. Teachers were there from California, Massachusetts, North Carolina and Texas, from Canada, and from practically every state in the Union. The attendance at the different programs was always large. In other years it has sometimes happened that programs would be given before twenty or thirty teachers, but there must have been at least two hundred persons at every meeting of every section or roundtable.

The fact that there was no penmanship roundtable was lamented by many teachers. This subject is one of interest to a large number of persons, and is a subject which is more interesting for roundtable discussion than it is as the subject of a lecture. The business roundtable had an interesting program devoted to penmanship, but this was not sufficient to satisfy some penmanship enthusiasts.

Chicago was chosen as the place of meeting for next year, after an exciting contest between the partisans of Chicago, Louisville, Milwaukee and Kansas City. In the oratory which featured the invitations, C. T. Smith of Kansas City easily carried off all honors, and made the representatives of Chicago and Milwaukee look like schoolboys reciting a poorly learned lesson. He was rewarded on first vote with a larger number of votes than were given to any other city, but no city having a majority, a second was taken between Chicago and Kansas City, and Chicago won.

The meeting rather ran to oratory. Several splendid speakers were provided whose talks were inspirational rather than educational. One member of the federation was heard to remark that he did not care to spend \$75.00 to attend a Chautauqua, as he could hear such speeches at home. The officers in building programs for future years will doubtless see that the entertainment features of the program are not allowed to eclipse the discussions by members of the federation. The people who get most good from such meetings are those who take part, and this being true the best meeting of the federation should be one where the largest number of commercial teachers take part in the discussion.

Every presiding officer at such meetings should be provided with a loud gong sufficiently clamorous to completely squash any speaker who oversteps his time allotment, and every talk before being presented to the audience

should be beheaded, curtailed, and eviscerated.

General Federation

The first meeting of the Federation was held Wednesday, December 27th, at 10:30 in the Tiger Room of the Hall. After the address of welcome by the President of the Chamber of Commerce, and a happy response by H. E. V. Porter, President of the Federation, there was a great address by Harry F. Atwood on the subject "Back to the Republic." Mr. Atwood insists that many of our modern experiments in government are fundamentally contrary to the ideas of the men who framed the Constitution of the United States, and that the experiments we are trying in many states, such for example as the Initiative and Referendum, are inimical to a republican form of government. It was a great address which was listened to with keen interest.

The Tiger Room in which this and many other meetings were held deserves special mention. It is the largest convention room in the hotel, and had been decorated, we are told, for the dinner given to M. Clemenceau when he was in Chicago a few weeks ago. On the four walls of the room were large pictures in which tigers were prominently featured. We are not sure whether the artist intended any special meaning for the different groups, although one of the speakers, Dr. Willett we believe, referred to them as symbolizing the conquest of the forces of nature by the spirit of man.

It was in this room on Thursday morning that Dr. Rodney Brandon and Dr. Herbert L. Willett delivered stirring addresses.

The Banquet

The Federation banquet Thursday evening was up to the usual high stand-

ard, and reflected credit on the hotel and on the local committee. After the selection of the next place of meeting, Dr. Preston Bradley, Pastor of The People's Church of Chicago, where Dr. Frank Crane once preached, gave an address. Following this was an entertainment and dancing.

The final meeting of the Federation began with a luncheon at 12:30 on Friday, followed by some splendid musical numbers, and an address on Business Letter Writing by Dr. Frank W. Dignan. After the reports of committees, the meeting adjourned.

Business Roundtable

E. W. Atkinson, Chairman

At the first meeting of the Business Roundtable on Tuesday, the care and full use of the typewriter was demonstrated by Mr. Oswald, and the Burrough's School Machines by a representative of that company.

The meeting Wednesday morning was devoted to penmanship. P. L. Greenwood of South High School, Minneapolis, Minn., gave an interesting talk on penmanship in the High School, describing some of the methods he uses to secure attention and to hold interest in his penmanship class.

The Editor briefly described penmanship in the Private Schools, pointing out that the motive for penmanship practice is to be found in the practical use of penmanship rather than in the exercise of the artistic sense. He suggested that a very practical use of penmanship in the business school, and a use that is very often overlooked, would be in teaching students of shorthand a manner of writing which would make rapid writing possible.

The discussion led by Prof. T. L. Bryant of the Carbondale, Illinois, Normal School, brought out the fact that nearly all teachers agree that the normal school is the place where the problem of penmanship in the public schools must be solved. So long as teachers can't write themselves, they will be unable to teach writing to their pupils, and when they can write well, they will in most cases be able to secure good results from their pupils.

Shorthand Roundtable

W. W. Lewis, Chairman

The Editor did not attend all the meetings of this roundtable, and was unable to secure a report of all papers. The shorthand teachers were enthusiastic as usual, and probably get down nearer to the actual problems of the individual teacher than any other section of the federation.

For example, on Thursday morning, Adelaide B. Hakes of Gregg School, Chicago, and Mrs. Florence Evans, Golding Proviso Township High School, Maywood, Ill., described how they trained the winners in the Illinois Novice Typewriter Contest, and that same morning Mr. J. H. Hutscher of Spencerian School, Cleveland, Ohio, spoke on the "Professional Growth of the Teacher." He insisted that the teacher's preparation must be broader than merely the branch he is teaching, and that he must do more for his pupils than make them proficient in some



D. W. McMILLEN, Detroit
President, 1923



special line of training. To this end he suggested reading, special courses, and more than all, the activity of the teacher's mind while teaching. When the teacher is not learning anything new as he conducts the recitation, it is usually the case that his students are not learning much either.

Private Commercial Schools Dept.

A. F. Gates, President

The Private Commercial Schools Department held its first meeting Wednesday, December 27th. The editor was not present, but heard good reports from those who were.

The second meeting on Thursday was on the subject of "How to Teach Salesmanship." Mr. J. S. Knox of Cleveland, Ohio, discussed this subject in his usual vigorous and enlightening style. The interest felt in the subject of salesmanship was shown by the discussion which followed in which many teachers took part, and which discussion we noticed was continued after the meeting had adjourned and during the rest of the convention.

Mr. Knox insisted that the study of salesmanship should be much more than learning the patter that is recited to a customer when trying to make a sale. Salesmanship means to him the development of a personality and ability so that one is able to impress others and secure a fair proposition of the good things of this world.

Following this talk, various phases of salesmanship as applied to private schools were discussed by different teachers. Especially helpful were the talks by S. E. Hedges, Canton Commercial Business College, Canton, Ohio, on "How Old Students May Be Kept as Salesmen of the School," and by Mrs. Walter Lee Ledman, Durham Business School, Durham, N. C., on "How Citizens of the Community May Be Developed into Salesmen of the School." Mrs. Ledman said that she started her school at the suggestion of the business men of Durham, and throughout its existence she has had the benefit of their experience in business matters—something which could hardly be bought at any price, but

which was given freely because they recognized that she was doing a work that was a benefit to the young people in the community and also to them. Mr. Hedges brought out the point that former students and graduates should be the best boosters for a school, and that it is worth while to keep in touch with them.

Graduation Requirements were discussed Friday morning, a survey of 50 schools being summarized by Mary S. Horner, Waterloo Business College, Waterloo, Iowa. Miss Helen W. Evans of Gregg School, Chicago, described the tests that are given in their school, and distributed samples of the matter that is dictated to the students. P. S. Spangler, Duff's Iron-City Business College, Pittsburgh, Pa., told of their requirements for bookkeeping, and F. B. Williams, Des Moines, Iowa, what had been done toward standardizing, and what yet remains to be done.

One tangible result of this discussion was a suggestion that shorthand publishers should issue standardized test material at intervals just as is now being done by the typewriter companies. This would enable shorthand teachers of every town to give their students tests, and to compare their standing and progress with students in other schools.

Senator W. N. Ferris, Big Rapids, Mich., delivered a splendid address on the "Policy of the Private Business School." Among the many good points he brought out are the following:

He is opposed to entrance requirements because he thinks the mission of the private business school is to help young men and young women who need help. In order to do this we must take them where they are and help them rise to where they want to be. Entrance requirements will keep out of the private schools some of the young men and young women who need such help. At the same time he is in favor of having as many students as can and will go through high school before they come to the Ferris Institute.

In courses of study he believes in teaching less and teaching it more. He says that the requirements of higher institutions of learning have forced secondary schools, both public and private, to provide shoddy courses and to do superficial work. The greatest thing the teacher can do for the student is to make him want to learn. If he wants to learn he will learn in spite of us. If he does not want to learn, all our teaching will have little effect.

Public Commercial Schools Dept.

Irving R. Garbutt, President

At the first meeting held Wednesday commercial education was discussed from a business man's standpoint, by Elmer T. Stevens of the Chas. A. Stevens Bros., Chicago, Ill., and from a college man's standpoint by Everett S. Lyon of the University of Chicago.

At the meeting Thursday, three supervisors of commercial education discussed commercial education as organized and administered in their

schools systems. These were Wm. Bachrach, Chicago, Elmer G. Miller, Pittsburgh, J. L. Holtsclaw, Detroit.

At the third meeting, three directors of Teacher Training in normal schools discussed "The growing need for better trained teachers of commercial subjects and how we are meeting it." The speakers were Frank J. Kirker, Junior College, Kansas City, Mo., Claude M. Yoder, State Normal School, White-water, Wis., E. W. Atkinson, State Teachers' College, Maryville, Mo.

Gregg Shorthand Teachers Federation

C. M. Yoder, President

This federation held only one meeting on Wednesday evening at 8 P. M. The president, Mr. C. M. Yoder, read a splendid paper on the history of the Gregg Shorthand Federation. He traced the history of the federation from the first. He pointed out the advances made at each gathering. It is a brilliant history describing the events which have changed the whole history of shorthand in the United States and perhaps in the world. In the report he mentioned the names of very many of the leaders in commercial education during recent years who have served the federation in various capacities.

Mr. Gregg was on the program to respond to this address by pointing out how the federation could best serve its members now, and to the surprise of everyone, he suggested that it could best serve by disbanding and merging its efforts with those of the shorthand roundtable.

Harold Smith of New York City described the demonstrations in shorthand and typewriting that he gave last summer in many cities of England. Following the address he wrote on the typewriter and on the blackboard and then Mr. Chas. L. Swem gave an exhibition of speed writing on the blackboard.

As a final feature, the film called "Twenty Centuries of Shorthand" was shown. This film recounts briefly the whole history of shorthand from the days of Tiro, Secretary and Reporter of Cicero, down to the present time.



H. E. V. PORTER, Jamestown, N. Y.
President, 1922



C. A. FAUST, Chicago
Treasurer, 1898-1923



ARNOLD

(Continued from page 19)

chalk in his first real board work, he does not draw but writes in unison with his classmates. Why shouldn't children write at the same speed in drill work at the board? There are as many reasons for their doing so as there are reasons for their singing together in the same time.

When the child begins his first tracing work, he is required to trace the crayola copy a reasonable number of times at the right speed. After tracing for a few moments, he begins to develop his own letter form. He spends about an equal amount of time during every lesson in tracing and original work. By this method the child soon learns to write rapidly and well. I shall not go into further details at this time. I am now going to introduce some reproduced primary writing to further illustrate the points in this article.

The children who wrote the I-B writing which is used in connection with this article were members of a class of thirty. The class entered school last September. On December 7 the entire class could write thirty different words. I am going to give the thirty words below:

me	ice
in	nice
on	ran
no	run
one	are
an	ax
man	ox
men	six
see	mix
so	moon
is	nose
us	name
use	nine
can	as
cane	am

The children who wrote the I-A writing could write every words in the Zaner Compendium on December 7. They could do more than this. They could write at the board at that time many easy spelling words. If you will notice the small "p" in the I-A writing, you will see how accurate little children can become at the board even during their first year in school.

I wish I could have had reproduced for you the writing of every pupil in the two classes. The photographer made an attempt to get a picture of the class, but failed. At his suggestion I had just a few members of each class write. I assure you, however, that the work of the few is representative of the work of the entire class.

Next month I shall deal further with primary writing.

The Littleford News, published by the students of Littleford School, Cincinnati, Ohio, Volume 1, Number 1, has just reached us. This is a well printed paper of four pages and reflects much credit on the students who are responsible for it. We notice the following names of the staff: **Bernice Strain**, Editor; **Betty Weber**, Asst. Editor; **Margaret Innis**, Adv. Manager; **George Nunner**, Business Manager.

MASTERING THE FUNDAMENTALS OF ARITHMETIC

By THOMAS GOFF.

Instructor of Commercial Arithmetic, State Normal School, Whitewater, Wisconsin
(All Rights Reserved)

Methods of Subtraction.—Two methods of subtraction are in common use. They are known as the Borrowing Method and the Additive Method. By the former method, one number is "subtracted from" another number; by the latter method, enough is "added to" one number to produce another number. At the present time, the majority of the pupils in the lower grades are being trained by the Additive Method. For this reason, most of the High School classes are mixed; that is, some of the pupils have been trained by the Borrowing Method and some by the Additive Method. In a High School class, it is better to let the pupil work up speed by the method with which he is familiar, instead of compelling him to change methods. The essentials for each of the two methods will now be given in detail.

What a mastery of the Borrowing Method of Subtraction Involves.—By the Borrowing Method, in any particular column, we may be required to subtract 0 from all of the numbers from 0 to 9, inclusive; 1 from the numbers from 1 to 10, inclusive; 2 from 2 to 11, inclusive; 3 from 3 to 12, inclusive; and so on, 9 from the numbers from 9 to 18, inclusive, — 100 facts in all. These 100 number facts should be memorized, and drilled upon until the results can be named in 1 minute or less. The following table contains the 100 number facts of borrowing subtraction, miscellaneous arranged:

The 100 number facts of borrowing subtraction									
2	4	0	3	1	6	5	8	7	9
0	0	0	0	0	0	0	0	0	0
3	1	4	2	7	5	8	9	6	10
1	1	1	1	1	1	1	1	1	1
2	6	3	8	7	4	9	5	11	10
2	2	2	2	2	2	2	2	2	2
5	6	3	4	7	9	8	11	10	12
3	3	3	3	3	3	3	3	3	3
7	5	9	6	4	8	10	13	11	12
4	4	4	4	4	4	4	4	4	4
5	8	6	9	7	11	13	10	14	12
5	5	5	5	5	5	5	5	5	5
9	6	8	7	10	13	12	14	11	15
6	6	6	6	6	6	6	6	6	6
8	7	9	14	16	11	15	12	10	13
7	7	7	7	7	7	7	7	7	7
9	8	10	15	13	11	14	12	17	16
8	8	8	8	8	8	8	8	8	8
9	14	10	15	11	16	12	18	13	17
9	9	9	9	9	9	9	9	9	9

Scientific Problems in Borrowing Subtraction.—The following set of twenty problems in subtraction contains each of the 100 number facts of borrowing subtraction. The advantages of drilling on a scientific set of problems, such as this is, are evident:

1. It compels the pupil to use each of the facts each time he solves a set. He thus gets an equal amount of drill on the different combinations.

2. None of the essential facts are omitted or repeated, as they would be in a set constructed off-hand. The writer, in his classes, has often compared a set constructed off-hand with a scientific set, with the result that many combinations are omitted, and others are repeated. A test given recently showed a miscellaneous set to be only 55% efficient; that is, 45 combinations out of 100 were omitted. They usually run from 50% to 60% efficient. This means that if a pupil were to solve a miscellaneous set without error, he has proved that he knows only 50% to 60% of the subject. On a scientific set solved without error, he would know 100% of the subject.

Scientific Problems in Borrowing Subtraction

The following set of problems contains each of the 100 number facts of subtraction by the borrowing method:

95707	90837	61048	77191	29652
57262	38388	10469	43530	12264
32231	94720	99307	80070	90754
11652	26475	97769	10574	88975
57946	64320	53805	70852	92913
10478	38631	35779	52593	10134
71253	23935	60661	38551	73444
67489	20698	59049	20048	63120

The Additive Method of Subtraction. By this method of subtraction, the difference in value between two numbers is found by adding enough to one number to produce the other number. Thus, in solving the problem shown in the inset, we add enough to 26,315 to produce 78,649, in the following manner:

5 and 4 (Write 4) are 9;

1 and 3 (Write 3) are 4;

3 and 3 (Write 3) are 6;

6 and 2 (Write 2) are 8;

2 and 5 (Write 5) are 7;



In problems involving "carrying," as in finding the difference between 79,205 and 39,497, the method is as follows:

Note.—This article will be followed in the next issue by a presentation of a set of Scientific Drills and Problems in Multiplication.

7 and 8 (Write 8) are 15; carry 1, and add it to the 9 in the next step.
 10 and 0 (Write 0) are 10; carry 1, and add it to the 4 in the next step.
 5 and 7 (Write 7) are 12; carry 1, and add it to the 9 in the next step.
 10 and 9 (Write 9) are 19; carry 1, and add it to the 3 in the next step.
 4 and 3 (Write 3) are 7.

Advantages of the Additive Method.

There are several reasons why the additive method of subtraction is being taught in most of the lower grade schools at the present time. Among them may be mentioned:

1. It is the method universally followed in the business world in making change. If a person makes a purchase of \$3.71 and offers a \$5.00 bill in payment, the clerk makes correct change by starting with \$3.71, and picking up 4 cents, says \$3.75; picking up a quarter, he says \$4.00; and picking up a dollar bill says \$5.00. In effect, he has added enough to \$3.71 to produce \$5.00. Making change is the most common subtraction problem in business, and the additive method of subtraction makes the mental solution possible. Now, should we not teach the same method in school that is used in business?

2. It utilizes the pupil's knowledge of addition; and, therefore, makes teaching easier. If a pupil knows the fundamental combinations in addition, he also knows the results in subtraction. For example, if a pupil knows that 9 and 4 are 13, he can answer the question, "9 and what are 13?"

3. It is the foundation of a number of labor-saving devices in rapid calculation, as in balancing ledger accounts, shortening long division, multiplying by small complement multipliers, etc.

What a mastery of the Additive Method of Subtraction involves.—By the additive method, in any particular column, we may be required to add enough to 0 to produce the numbers from 0 to 9, inclusive; to add enough to 1 to produce the numbers from 1 to 10, inclusive; enough to 2 to produce 2 to 11, inclusive; enough to 3 to produce 3 to 12, inclusive; and so on, enough to 10 to produce the numbers from 10 to 19, inclusive;—110 facts in all. The following table contains the 110 number facts of additive subtraction. Add enough to the lower number of each combination to produce the upper number.

The 110 facts of Additive Subtraction

2	4	0	3	1	6	5	8	7	9
0	0	0	0	0	0	0	0	0	0
3	1	4	2	7	5	8	9	6	10
1	1	1	1	1	1	1	1	1	1
2	6	3	8	7	4	9	5	11	10
2	2	2	2	2	2	2	2	2	2
5	3	6	4	7	9	8	11	10	12
3	3	3	3	3	3	3	3	3	3
7	5	9	6	4	8	10	13	11	12
4	4	4	4	4	4	4	4	4	4
5	8	6	9	7	11	13	10	14	12
5	5	5	5	5	5	5	5	5	5
9	6	8	7	10	13	12	14	11	15
6	6	6	6	6	6	6	6	6	6
8	7	9	14	16	11	15	12	10	13
7	7	7	7	7	7	7	7	7	7
9	8	10	15	13	11	14	12	17	16
8	8	8	8	8	8	8	8	8	8
9	14	10	15	11	16	12	18	13	17
9	9	9	9	9	9	9	9	9	9
14	12	15	10	16	11	18	13	19	17
10	10	10	10	10	10	10	10	10	10

Scientific Problems in Additive Subtraction

The following set of twenty-two problems contains each of the 110 number facts of subtraction by the additive method. Add enough to the lower number of each problem to produce the upper number:

82841	80736	32832	99553	96596
59920	69830	19094	79748	59689
47586	61271	84114	87256	68104
45897	52794	39987	48598	57689
65913	73792	76034	20954	92980
40179	40035	72065	10476	67018
54710	98501	92701	17032	44503
10016	10346	30235	14143	31124
				57823
				32321

Since each of the two sets of problems, given above, are scientifically constructed to include every possible combination in subtraction by the two

methods, a mastery of these problems is a mastery of subtraction. Pupils should practice on the set for the method with which he is familiar until he can solve the same, without error, in a reasonably short time. Strive for absolute accuracy first. Speed will come with continued effort. The following table shows the time for the two methods:

Introductory Note.—This is the second of a series of articles to be published in consecutive issues of the Business Educator. The mastery of addition was discussed in the October issue; this number presents the essentials for bringing pupils to a mastery of subtraction.

"LET YOUR LIGHT SHINE"

By A. C. Evans, High School,
Pasadena, Calif.

What our students need is not information but inspiration.

H. H. Stutsman, one of America's oldest penmen, told me that he was inspired to become a penman by a paper which he found on the floor of a meeting house where a revival was being held. On this paper was a flourished bird. Hill's old business Manual has inspired how many young men to learn the art. "Do men light a candle and put it under a bushel?" Teachers, if you can write splendid copies why not let your light shine a little?

F. B. Courtney is setting a splendid example by furnishing readers of the Educator with specimens of beautiful penmanship. Let more of our very best penmen come out of their secret hiding places and let their light shine. Show us some flourishes, some addresses, some letters. Surely not all are so busy making money that they can't inspire us a little.

(Mr. Evans is the author of the splendid article on "Why Use Three Formulas?," published in our November number. The editor by mistake credited this to Wm. L. Crandall.)

MARSHALL

(Continued from page 18)

thirty-five years ago. The grizzly, of course, has long since disappeared from this region.

To me, at least, there is a charm, quite indescribable in the near proximity of these and other wild things, and I am indulging the taste this year, by remaining up here over winter. There is something weirdly romantic in listening through my open window to the midnight concert of the coyotes up on the mountain, or hearing the staccato bark of the fox above the moaning of the old Klamath as it makes its turbulent way to the sea. Perhaps I was intended for a hermit but missed my cave.

"The BUSINESS EDUCATOR is in a class by itself, and of great value to all interested in Commercial Education. I expect to be a subscriber to the BUSINESS EDUCATOR as long as I live."—Willard J. Wheeler, President, Wheeler Business College, Birmingham, Ala.

Time Table for Scientific Problems in Subtraction

	Excellent	Average	Poor
Borrowing Method.....	50 sec.	1 min. 40 sec.	2 min. 30 sec.
Additive Method.....	55 sec.	1 min. 50 sec.	2 min. 45 sec.



Beacon Lights of Penmanship

Some Notes on "A Century of Penmanship in America"

By HORACE G. HEALEY, A. M.
120 East 184th St., New York City

THE ITINERANT PENMAN

This seems to be about as appropriate a time as any to interrupt this series of biographical sketches to say a few words about a unique type of educational effort, namely, the work of the peripatetic penman.

It would be difficult to call to mind any other profession in which those who had attained to a certain proficiency, would at once enter upon a nomad's career of instruction. The closest approach possibly would be the religious missionaries who, in sparsely settled regions, go from place to place; but even they, to a certain extent, have headquarters from which to operate. But not so the itinerant penman. He was a distinct species — "here today, and gone tomorrow," never to be seen nor heard from again. It was to all who ventured forth on such a pilgrimage a most interesting and somewhat exciting experience.

Unless the scenes of his chirographic conquests were widely separated, the dispenser of shades and flourishes usually had three points of activity to which he gave attention simultaneously: First, the place where he was giving his series of twelve lessons for three dollars, "paying strictly in advance;" Second, the town or village he next intended to visit, and Third, the place where he had just completed a course of instruction.

With reference to locality, number two, this involved (a) permission of the school trustees to use the school building for a certain fee. If no school building was obtainable, then the "Town Hall" or some other public place was secured; (b) Exhibition in public places, notably at the postoffice and court house of a "grand display of penmanship," showing from half a dozen to half a hundred varieties of "hands" in various colored inks, specimens of "before and after taking" the course, and (c) a large poster display on which appeared flourished representations of deer, swans, snakes, bird's nests, horses, lions, etc. There also appeared in the windows of the stores bulletins announcing the epoch-marking appearance of "Professor So-and-So" who would conduct a course where everyone could become a first-class penman, "first lesson free." Of course, a liberal amount of advertising had to be done in the weekly paper in order to obtain sufficient mention in the local columns. The "Professor's" connection with the latest scene of operations was confined to the proper business settlement with those intrusted with the care of the building he used, and also—and this was a very important part of his methods—to secure from the principal of the school, the mayor of the town, and the pastor of the local church testimonials praising the wonderful work he had done. The itinerant penman

learned early in his career that the only recommendations with influence were those given by residents of an adjoining town, hence the importance of securing them.

The length of time devoted to an itinerant career varied from one or two seasons to a lifetime. Notable examples of those who made it a life work were the late I. S. Preston and R. N. Marrs. Mr. Preston, I believe, had been a pupil of "Father Spencer," and he devoted more than fifty years to traveling over the country conducting classes. Mr. Marrs was a product of a Southern business college, and was engaged in the work for more than twenty-five years. Both of these men outgrew the small community, and entered the larger cities. Mr. Preston conducted successful classes in places as large as Milwaukee, St. Paul, and Buffalo, while Mr. Marrs, at the time of his death, had conducted classes for three years in London, England. Prior to going abroad, however, he had been to and around Boston Philadelphia and New York City.

The methods pursued by these men were similar in many ways. This was especially true in securing the use of suitable buildings. Of course, the first objective was the local school board in order to obtain the use of rooms in a public school building. The procedure was first to visit the office of the superintendent of schools and present to him a letter of recommendation from the superintendent of the city last visited. Usually the new superintendent had to be "shown" that the course in penmanship would reflect favorably on the work he was doing; also as a special favor he might nominate a teacher from each school who would be admitted to the course free, in order to observe the "latest methods." The school board were concerned usually in the proper care of the school building. As a guarantee that no harm would be done, a cash deposit was usually made. Mr. Marrs, in his later years, usually insisted on depositing a thousand dollar bill. I asked him one time why he used one bill, and he said that very few of the men with whom he had ever deposited money had ever seen one, and the psychological effect was impressive. I think most of us would also be impressed to have in our possession a thousand dollar bill for three or four weeks, even though it was not our own.

One of the marked effects of this nomadic phase of the profession was carried over into the field of commercial education when the "penman" became the head "commercial teacher" in the business college. In the early days it was quite customary for practically every teacher to move each year, and not only was nothing thought of it, but, in a way, it was looked upon as a

perfectly natural thing. This was true whether the teacher improved his condition or not. The teacher who, in fifteen years, had taught in twelve different business colleges, usually had more letters of recommendation than he who had taught in only six different schools. This was considered a great advantage.

In later articles, I hope to write more extensively of the work of Preston and Marrs, as well as of others of their guild.

That the family of Musselman is a prominent one in Quincy, Illinois, is indicated by the Quincy Daily Herald, December 13th. D. L. Musselman, Sr., was one of the pioneers of Business Education in the United States, and built up the Gem City Commercial College to a position of prominence and influence. His son, D. L. Musselman, was active in building up the school, and is now carrying it on to even greater success.

The Daily Herald of recent date contains a notice of the merger of the Quincy and Ricker National Banks of Quincy, and in the list of directors we notice the name of D. L. Musselman. On another page of this same issue we find a notice of a very interesting "Bird History of Illinois," by T. Edgar Musselman.

H. E. Cowan of the Dedham, Mass., High School Commercial Department, sends us several issues of the Dedham Business Booster, edited by the Salesmanship class and published by the Commercial Department of the Dedham High School. This is mimeographed and contains excellent short articles on various phases of retail selling. The first issue states that it is being sent to the members of the Board of Trade and to business people who may be interested in the subject discussed. The following sentences will show the splendid character of the articles:

"The customer is a friend; he helps you make your living. He should be treated as a friend whether he buys much or little, or whether he simply inquires. We have waited in a store five sixty second minutes while the proprietor chatted with an acquaintance about how poor business was, and then he let us walk out, so we spent our dollar with a competitor."

FAMOUS LAST WORDS

"I wonder if it's loaded. I'll look down the barrel and see."

"Look at this wire hanging down into the street. I'll throw it to one side."

"Listen! That's the interurban whistle. Step on the gas and we'll beat it across."

"That firecracker must have gone out. I'll light it again."

"Real students appreciate the BUSINESS EDUCATOR." — B. C. Beetham, Link's Business College, Boise, Idaho.

(So does Mr. Beetham. He has sent 93 subscriptions since Sept. 1, 1922.)



AMBITION TALKS

By Harlan Eugene Read

President Brown's Business Colleges of Illinois



The Requirements of High Life

The requirements of high life do not tend to happiness. The pretense and sham so characteristic of people who are "keeping up a front" is a violent form of lying.

It is better to be happy than to seem to be so; yet the majority of people spend so much money to make their neighbors think they are happy, that worry camps on the doorstep and the wolf has his nose at the screen.

The thing that throws a glamor about high life is our own lack of knowledge of what real happiness is. We imagine that happiness depends upon something external; whereas, in point of fact, externals have very little effect upon our happiness except to hinder it.* Many a millionaire has committed suicide, and many a poor man has longed for a thousand lives.**

Happiness is a thing altogether internal, and depends not upon the multitude of our possessions, but upon our appreciation of the ones we have. It is our failure to realize this that brings our expense budgets above the danger-line and makes embezzlement a moral possibility.

It should afford as much pleasure to a person to go to the theater in a street car and in ordinary clothing as to be

driven to the place in a cab and to wear a dress suit if the cab and the dress suit stand for hardship in old age.* It ought to give more satisfaction to read a single book, and know it well, than to buy forty yards of them in bindings to match the wall paper and never see the inside of any.* It ought to be as pleasant to ride in a Ford as in a Pierce Arrow, if the Pierce Arrow means debt, worry and final poverty.** But to the mind of the high liver simplicity has no charm. To seem to be happy is his ideal of happiness. He does not consult his own judgment with respect to what will give him solid comfort or satisfaction, so much as he considers the opinions of those about him and struts for their applause.

Of course the high liver is not always to blame.* Sometimes he has a wife who would rather see him the leader in local society than have him President of the United States.* Sometimes he has daughters and sons who lead him around by the nose and bully him into a dress suit when he would rather be sitting at home beside a base burner reading Shakespeare.** Arkwright, the inventor, had a wife who became disgruntled at the poverty her brilliant husband might have prevented, and threw his models into the fire.

But in the majority of cases the fault lies strictly at the door of the man himself, who prefers the fleshpots of Egypt to the milk and honey of Canaan, and who sells his birthright to happiness for a mess of pottage. He loses present contentment and future prosperity by his blind devotion to the requirements of high life; while the right liver, who seeks for the things that count, gains both.

There is a story somewhere, in a book of long ago, that tells of a man who journeyed from world's end to world's end, seeking the pot of gold which lay at the base of the rainbow.* Forever grasping, forever struggling, he made his way over foreign lands and through perilous places, thinking as he staggered from hill to hill, that the wonder spot, where the many-tinted arch bent down and kissed the earth, lay just beyond. But when he traveled around the world and found the end of the rainbow at last, he saw that it rested upon the very spot from which he had started, and that his younger brother, who had remained at home, had discovered the pot of gold while plowing his own field.***

The requirements of high life cannot be met by any man or woman who desires to succeed, for they involve a style of life that saps the strength of mind and body that is necessary to all worthy attainment.* That man will live longest and live most happily who regulates his conduct, not with a purpose of seeming successful, but with the purpose of being successful; who prefers right living and clear thinking to the vanities of higher society.



CERTIFICATES
R HIGH SCHOOL
PENN'A.

MILES C. HUMMER
Penmanship Instructor



A Little of Everything

By CHARLES T. CRAGIN
Holyoke, Mass.

CUTLERY THAT CUTS

John Blackburn looked worried as he brushed his fingers through his unruly and rather scanty black hair well sprinkled with gray. "I don't understand why Frank did not come in on the 11:30, or if he were not coming why he did not notify us. He knows we have got to pay off tomorrow, and if he is not in with the money I don't dare to ask them to let me overdraw the account as much as the pay roll will be."

"He'll be here by night," said June, his good-looking niece, as she rubbed her elbow with Absorbine. It was a nice looking, well rounded arm, but the elbow joint was badly skinned.

"I wish you would not play basketball and all those rough games, June," said her uncle John Blackburn. "You're getting to be a big girl now, a young woman really, and it's time to stop climbing trees, digging out woodchucks and playing basket ball and getting your elbows and knees all skinned up so you have to be rubbing yourself all the time."

"I am getting a little too old for that kind of nonsense and if I had anything worth while to do I'd cut it out, but I'm a regular wooden head when it comes to playing the piano, I can't sing any more than a crow, and my lessons in painting are about as bad. My teacher says you can hardly tell my cows from my rose buds when I paint a landscape. I have a good notion to go down to Mr. Butler's Business College and learn shorthand."

"But you don't need to do that, June. I wouldn't want you to take a job of that kind, though it would be kind of nice if we had a typewriter in here and you could take some of Frank's letters and perhaps get some customers that way. Frank was going to get lots of customers by writing letters to them, but he don't seem to succeed very well. I wish he would come home here with the money for that pay roll. Here it is Friday afternoon and Saturday is a half holiday and we had not heard a word from him."

"Oh well," said June, "he will show up on the afternoon train of course. He was sure to get the money, wasn't he, from these people in Boston?"

"Yes, he took in statements for over a thousand dollars that is due from Wright & Ditson and Filene, and other sure-pay customers. I don't understand why they didn't pay before this, they most always do."

The payroll of John Blackburn & Co. was not very large, a half-dozen or so of skilled workers making all the way from ten dollars to forty dollars a week made up the list. Scissors of all kinds, and tailor's shears, razors, hair clippers and pocket knives was the line of goods they turned out and they had

a reputation, where they were known, of the very highest. For this man, John Blackburn, elder member of the firm, had learned in England the secret of tempering steel in sea elephant oil, so that it had an edge on it as sharp and keen as that of a diamond. William Blackburn, the father of June, went out on the road with a kit of samples and brought home a moderate quantity of orders. At the beginning of the previous year Frank Archer, a young man about town whose father had left him a few thousand dollars, invested three thousand dollars in the business and became bookkeeper and treasurer of John Blackburn & Co.

June Blackburn was nearly eighteen years old, and would graduate from high school in a month. June was a good scholar, and while not by any means a beauty, she was a good wholesome looking girl, tall and straight and active. She would climb a tree with any of the boys. She could load and handle a gun as well as any of them, and she could row a boat or swim a mile, and was a prime basket ball player, captain of the team which had just trounced Sis Mahoney's champions of the state. It was the scars of that famous battle that she was removing while she talked with her uncle.

Left in the Lurch

Just then William Blackburn, the father of June, came in and he said, "You don't suppose there is anything the matter with Frank, do you?"

"Why no," said John. "He was not going anywhere except to Boston and he was coming right back as soon as he collected the money from Wright and Filene and one or two others."

But the next morning, Saturday, there was no Frank Archer and no pay roll, and over long distance they called up Wright & Ditson who said Mr. Archer had not been there, and Filene told the same story, and added that their account with John Blackburn & Co. had been paid as usual on receipt of goods to get the cash discount. Then little Sammy Whitsom from the City Bank came up on his bicycle and said, "Hello, Miss June, I've got a letter for your folks. Will you pass it along?"

The letter read as follows: "Gentlemen: Your note of twelve hundred and fifty dollars will fall due Wednesday of next week. Please give the matter your attention."

"There's some mistake about this," said Mr. John Blackburn, "we certainly don't have any note due at the First National Bank."

"Better go and see about it," said June, and Mr. Blackburn did and found that, sure enough, the First National Bank had a three months' note, signed by John Blackburn & Co., F. Archer, (Continued on 2nd following page)

U. S. POSTAL LAWS UNFRIENDLY TO PRIVATE BUSINESS SCHOOLS

By Eugene Anderson, President,
Georgia-Alabama Business College,
Macon, Georgia

It is about time for the American people to realize that we are no longer inhabitants of the primeval forest. We have developed to the stage where we need education, and we need postal laws that will encourage education. Under the existing postal laws all schools are discouraged unless they feed from the public crib and exist at the expense of the general tax payers. Schools that would depend upon their merit for their success rather than upon politics have all the odds against them; they must pay many times as much postage as the schools that live on public taxes.

We are paying much more for postage than we should be required to pay, and our offense is that we try to pay our debts; help the public welfare work; run our business on business principles and won't pass the hat begging for money for ourselves. Several efforts have been made by business school men to remove this injustice. They have brought suit against the Postmaster General, and of course they have fallen down. The Postmaster General did not make the laws, and it was foolish to make him defendant in such a case.

The law was passed by Congress. It was passed while we were asleep, or else while we were too weak to help ourselves. We need to go after Congress, not after the Postmaster General. The Postmaster General ought to be fired out of his job if he does anything for us. He has no right to interpret the law improperly. The law says we are the poor boy at the school frolic. We have nobody to blame but ourselves if we continue to mope around and whine instead of finding the cause and removing it. We have put business education into the curriculum of every worth-while school system in America. We have made all of the big universities recognize it as absolutely essential. All the big men of letters who were a few years ago using all the ink they could get to discourage vocational education are now patronizing, directly or indirectly, the vocational schools; and are keeping silent about or else are advocating commercial education. Will we continue to see the business taken out of our hands and make no protest? Why not go after Congress? Get the law changed so as to put us on a proper basis with the mails, and then let the public see whether the private school that must stand on its own merit can compete with the public system. Most of us will welcome the competition, and will delight to compare the results.



LEARNING TO DICTATE

A Series of Lessons in Dictating Business Letters, for Men and Women who Expect to be Important Enough to Have a Stenographer

Instructions from a series of "Better Letter Bulletins"
Published by Thos. A. Edison, Inc. Exercises by the Editor

"YES, SIR! THE LETTER WITH A SMILE WINS" By Thomas Dreier

The Thomas Dreier Series—Author of "The Vagabond Trail," "The Devil of Fear" and "Human Chemicals"

(By permission of Thos. A. Edison, Inc., Orange, N. J.)

A few years ago when I was business manager of a publishing business there came the nastiest kind of letter from a business man in Rochester. The book he had received from us was dirty and shelf-worn, so he said, and he was going to put it up on his desk with a sign on it telling the public about the rotten service our house gave customers.

His letter was as mean and insulting as a letter could be. It happened, however, that I was joyous that morning, so I dictated a reply without giving the matter any special thought. In effect this was what went to him:

You certainly have every right to rise up in wrath if that book is only half as bad as you say it is. In putting that book up on your desk with a big sign telling the story about your experience you are doing the right thing. You are doing it because at the present time you are convinced that people cannot deal with us without getting "stung."

But (right here is where we get you)—Inasmuch as your only wish is to be fair, you must also tell on that sign what we did when you called our failure to give you 100% service to our attention.

This is what we do:—First—of all, we are asking the shipping clerk to send a brand new book (and God help him if he doesn't!), and then we are going to say this: "You can have your money back in addition to the new book, or we'll do any other doggone thing you want us to do that will convince you that we are a fairly decent lot of folks in this office."

Not much of a letter. But it captured that man. He was not so roiled up when he received the letter as he had been when the first book came in, and he was ready to acknowledge that the writer must be a human being who meant to do right.

A few months later he called upon us. When he came into the office his jaw dropped. "What is the matter?"

I asked. "Are you the fellow who wrote me that letter?" I pleaded guilty and asked why he doubted. "Well," he answered, "I figured it out that the writer was a man about forty or fifty years old, fat and jolly, with many years of selling experience on the road behind him." My ex-enemy and I became the best of personal friends.

A dictated letter is quite apt to be more human than one you grind out laboriously by hand—and a letter you dictate to an Ediphone is quite likely to be even more human than one you dictate to a stenographer. This is because you go direct to your correspondent. There is no other personality between. You can be yourself—talk any old way your heart dictates, without having that foolish feeling a stenographer who isn't in sympathy can give you.

To put a smile into a letter you must have a smile in your heart. You will write into your letters what you are—and you cannot stop it. You need health of mind and health of body. You need love—plenty of it. Unless you love your job, unless you really want to give your best, unless you are eager to serve, unless you are vitally interested in being liked by everybody, even by those with whom you have only correspondence contact—you cannot make your letters vibrant, happy, joyous, friendly, neighborly.

When you dictate your letter act just as you would if you were talking to your correspondent. Don't wear a gambler's face. Let your smile—if you have one inside—get onto your face and into your voice. Pretend, if you wish, that you are talking into the telephone transmitter and that the other fellow is listening to you. In other words, be what you want your letter to be.

Must your letters be short? Not necessarily. Short letters are not al-

ways economical. Depends upon your correspondent. Busy businessman—short letter. Persons of leisure—or person who receives few letters—longer letters. "How long should a man's legs be?" asked Lincoln, and then answered his own question by saying "Long enough to reach from his body to the ground." So with letters. Length is not always vital. The spirit or health of letters is always of first importance. Be a grouchy and your letters, try as you will to disguise it, will be gruechy. Be a lovable, friendly, neighborly person—and those qualities will work their way right into your letters.

Letters to Write

6

You arrive at your office to find the following letters in the morning mail. Keep your smile until the last one is answered:

"It is six weeks now since I wrote your firm for some information about your machines, and I haven't heard from you since. If you don't care any more for my business than that, I'll buy of Smith & Co. They pay some attention to my letters." You cannot find the letter, or any record of having received one.

"Come and get your old machine and take it out of my shop. It won't work, and I have spent enough time fooling with it, and I certainly don't intend to pay for it." From a further technical description of his difficulties as given in the letter, you gather that his trouble is caused by not adjusting a screw under the machine, as described in the instruction sheet.

"There isn't anything the matter with your firm or your goods, but you've got a rotten salesman on this territory, and I won't buy a dollar's worth from him." Sewell, the salesman, is a fine fellow, who is bringing in lots of business. From the name of your correspondent, and your knowledge of Sewell, you think the salesman may have offended the customer's religious prejudices.

"You say I owe you \$19.45. I say I don't owe you a cent. How about the broken bolt I had to buy, and the time I lost waiting for your man to bring the machine, and the discount the agent told me about? I don't owe you anything."

DIPLOMA LETTERING—By S. E. Leslie

This style is called 14th Century Book hand. It is among the most popular of styles used by engrossers. For many purposes it is preferred to Old English because of its greater legibility. The pen is held at exactly the same angle as in Old English. The horizontal ending in the stroke in the top of the l and u is made by retouch-

ing after the name is stumped in. This is also true of the bottom of the first stroke in the n and the r. The vertical strokes in all of the small letters were lined up with a fine pen. A little practice will enable one to make these strokes sufficiently vertical without this retouching, but if a fine finish is required it must be done. The beauty of

this style grows on one. It was used in some of the most beautifully illuminated books of the middle ages. About the same price should be charged as for Old English. A complete alphabet in this style may be found in the Goudy Book of Lettering. Send work for criticism to S. E. Leslie, 3201 Euclid Avenue, Cleveland, Ohio.

Claude Andrew Barnett

20th Century Bookkeeping^{AND} Accounting

CRAGIN

(Continued from 21 preceding page)

Treasurer. He took the next train to Boston, found that Filene had paid a \$600 account which was still open on the books at home, and then he went up to Wright & Ditson's and found why Frank Archer had not called there, because their account also had been settled in full, some weeks before. He went to Young's Hotel where Mr. Archer generally stopped and found he hadn't been there.

Meanwhile, there was sore distress among the help of John Blackburn & Co., who had not received their week's pay and they got together and talked things over and finally old Bill Gifford, the foreman, said, "There's crooked business here and it looks to me as if the concern was going to smash, for Archer has just cleared out, taking with him all the money he could get, and they haven't got much money anyway."

Then Tom Lynch, a young fellow who helped old John about the tempering, said: "Well, they've got a good little business and it looks to me as if we ought to stand by and wait for our pay and not make matters worse by kicking up any fuss over it till we see where we are at." They were a reasonable lot and when John Blackburn came to them that Monday afternoon and told them what he had found out in Boston and about the notes that had been discounted at the bank, they said, "You have always used us white and we'll go right on working until you find out how you stand, and if there is any chance of pulling through we'll not be the first to jump on and crowd you down."

The very next morning there came a notice from the Trader's Bank that a note of \$1100 would fall due the following Thursday, and asking them to give the matter proper attention. Mr. William Blackburn and June made a hasty visit and they found three more notes aggregating a little over \$2,000 signed by John Blackburn & Co., F. Archer, Treasurer, and not a dollar of the money received for these notes had ever been on the cashbook or received by the company. Nearly \$5,000 in notes and over \$3,000 in collections was the extent of Frank Archer's defalcation. Investigation showed that he had been speculating in oil stocks where fabulous returns were to be received for investments. Archer had cleared out and left the little company to stand the racket.

They called a meeting of the help and their creditors and the creditors were very reasonable about it. There were no large debts except the four notes, about \$5,000, held by the banks and the banks said, "There's no use in closing up your affairs. You make a fine quality of cutlery. If your help are willing to go on and work and take a chance of getting their pay, we are

willing to let the notes stand. We are more likely to get our money that way than we are if we closed you up, but hadn't you better sell out to some of the big cutlery companies?"

John Blackburn said, "If you say so I'll do that, but I never could temper steel for anybody else as I can temper the steel that bears our trade mark, and I would like to try once more and see if we can't wipe out our indebtedness and go on with the business."

Said young June, "We'll never, never sell to the big fellows. I am going to Butler's Business College tomorrow morning and I am going to keep the books and look after the trade myself. If I had done it in the first place instead of taking Frank Archer in here, we wouldn't be on the rocks as we are now. I was an awful fool, but I won't be an awful fool any longer."



M. F. Vanordstrand was reared on a farm in Illinois late in the last century. After graduating from High School, he attended the following, where he pursued business courses: Brown's Business College, Decatur, Ill.; Central Normal College, Danville, Ind.; Bowling Green Business University, Bowling Green, Ky.

He began his teaching of commercial subjects in the Miller School, Cincinnati, Ohio, then he taught in the Ilhigh School at Easton, Pa., and for the past four years has been with the Iron City College, Pittsburgh. At present he is head of the Penmanship Department, Duff's-Iron City College, Pittsburgh, Pa.

Mr. Vanordstrand has given some attention to music, attending schools in Cincinnati, Easton and Pittsburgh. A few weeks ago he was awarded The Business Educator Professional Certificate for business writing, and during the Christmas holidays, 1922, he attended the Zanerian. He not only writes a professional business hand, but does very nice work in ornamental and does considerable engrossing as a side line.

Said Butler, the Business College man, "You want to learn to keep the books of that concern of yours, do you?"

"Yes, and I want to do it quick."

"Well, if you know anything, and I guess you do by the looks of you, I can fix you in three months so you can keep the books, and you can take care of the pay roll and make out the bills and do things of that kind while you are learning so you will not have to hire another bookkeeper so far as I can see," and he got out a set of books and set her to work, and she went to work as if her life depended on it. She learned to hammer the old typewriter. If she could not play a tun on the piano she could soon play one on the typewriter, and it was a constant tune that asked people to try Blackburn shears and scissors and razors and knives.

A Lucky Accident

And then a lucky thing happened. Mr. William Blackburn, traveling man for the company, was out for a ride with a friend in a neighboring city, where he had gone to solicit business, and as he came back they met a party of joy riders, who took the whole road, crowded them into the ditch, overturned the car and broke Mr. William Blackburn's left leg and put him in the hospital for the next two months. The firm felt the loss of the orders badly and June said, "I am going to take father's kit of samples and his list of customers and go out and see what I can do."

"Oh, you mustn't do that," said Uncle John Blackburn, "it wouldn't be ladylike at all."

"It won't be ladylike if we have to shut down for lack of orders and I have to take in washing instead of keeping books," said June, "and it is all nonsense, not being ladylike. Look at Edna Ferber. Wasn't she a first class drummer before she began to write stories? And look at the demonstrators that go around. They dress well, and I'm sure it's not going to hurt me any to go out on the road and see what I can do." And out on the road she went in a neat seal brown business suit with a little case of samples and a manner about her that just made people glad to see her. It was the luckiest thing that ever happened to Blackburn & Co., when Brother William broke his leg; for June visited three times the number of prospective buyers that her father, easy going William, ever thought of seeing, and she had the goods to sell which were the best and she knew it and she made other people know it. Orders came in by every mail and June kept getting farther and farther away from home, widening the rather narrow circle that her father had covered.

Winning the West

William had never gone farther west than Albany, but it didn't take young
(Continued on 2d following page)



June long to see that William hadn't given the business any kind of a chance. In Boston and New York she had taken three times the orders that William ever secured in those cities, for she worked early and late. And then June headed west and took in Syracuse and Auburn and Rochester, and in Buffalo she took enough orders to keep the factory busy for a week.

"No college for me," said June, "but I'm not big enough to cover the United States, and our little company back there in Winchester, a little country town, has not money enough to let the rest of the world know how good cutlery we are making. It is up to me to find some way to make this business grow." And she found it in rather a curious manner, for June decided to go to Chicago, and it was the month of December when she reached the windy city. You ought to go to Chicago sometime in December when there is a cold wave and a gentle breeze is blowing down Lake Michigan eighty miles an hour, right off the North Pole with the thermometer way down below zero. June was just climbing the stairway to reach an elevated station on the loop. Just as she started up the steps a tall good looking young man started down the steps in a curious manner. Instead of going on his feet he went on his back for his feet had slipped out from under him and with his legs spread wide apart he came sliding down the steps and tipped June over in regular football style, and the two mixed up together in a most undignified fashion. June was very angry and the young man was very much mortified but neither of them was hurt and when they looked into each other's red faces, both being young people with a sense of humor, instead of saying ugly things they burst into uncontrollable and undignified laughter.

The young man scrambled to his feet and picked up June. He was very much confused and ashamed and he said, "I don't suppose you will ever forgive me for tumbling you over in this disgraceful manner, but really I couldn't help it. My heel caught on a frozen banana skin or something at the top of that flight of stairs and I hadn't a chance to catch hold of anything. I hope to goodness I haven't hurt you seriously."

"Well," said June, "I have been captain of the roughest team of basketball players in western Massachusetts and I have been knocked down and tramped on and rolled over every winter for the last three or four years, but you certainly don't surprise me and I don't think we made a very edifying spectacle to those who looked, although they seemed to enjoy it."

"Yes, people always do enjoy seeing other people make a show of themselves," said the young man. "My name is Paul Curtis," and he pulled a business card from his pocket which said, "Paul Curtis, Ad Writer with the A. E. Thomas Advertising Agency, Masonic Temple, Chicago." "Really," he said, "I am quite a respectable person, though you might not think it from the way I knocked you over."

"Well," said June, "I'm a business

girl myself" and she pulled out a card, "Miss June Blackburn, representing the Blackburn Cutlery Works, Winchester, Massachusetts."

"Now, we're acquainted," said Paul Curtis, "there is Thompson's right across the way, it's cold and we're a little bit rumpled up; let's go in and get a bite to eat and brush the dust of battle off our clothing." He was a good fellow and June was cold and hungry, so she made no nonsensical objection, and they went in to the big Thompson's eating house, where they brushed up, had some hot food, and didn't hurry any about it. Before they got through she told him what she was doing, and he told her how he wrote ads that sold thousands of dollars worth of soap and everything else, pretty much, and she told him they were employing twelve people in their little cutlery shop since she went on the road and he said he didn't wonder, he didn't see how anybody could help buying cutlery when she came along. And when they parted they had agreed to go to the matinee the next day at McVickers.

Ads Lend Their Aid

When a girl is young and good looking and out after business and a young man is young and good looking and after business too, it doesn't take them a great while to get acquainted and to know considerable about one another. It was an easy matter to convince Paul Curtis that Blackburn cutlery was the cutlery that cuts, and he said, "Now, Miss June, you're a good salesman. You have shown that because you have got a dozen men working back there in the shop at Winchester, where there were only six when your father was the salesman for the company, but you know this is an awfully big country, and by the time you have gumped over the 175,000 miles of railroad, to say nothing about all the trolley lines, you will be all used up. There is just one way to sell goods in this country according to my way of thinking, and that's by the use of printer's ink. Why, a single magazine like the Saturday Evening Post reaches five million people every week, and I can pick a dozen newspapers in the leading cities in this country that would tell all about your cutlery: How it's made; how it's tempered; how it's better than anybody else's; how you can buy it direct from the factory, and all the rest of it."

"Oh, but we haven't got the money to pay eight dollars a line for advertisements in the Saturday Evening Post."

"Will you let me undertake to advertise your goods and spend only the same amount of money at first that you're spending for personal expense and railroad fare, and you go back home and do what I'll tell you to do in the office? Keep in touch by personal letters every month with all the customers you have and follow up the inquiries that will come from the advertising I'll do?"

"I would like to think it over," said June, "and talk with my father and my uncle about it, but I guess you're right when you said I can't begin to cover this country."

"I know I'm right and I want to show you right here how I have built up through my firm of advertisers a dozen big lines of business all over this country. I'm not trying to get your business though, of course, business is what I am after, but I would like to help you if I can," and June went home to Winchester. At first the Blackburns didn't think much of the plan, but when she showed them what had been done with printer's ink just from small beginnings they decided to try, and soon there began to appear in a select number of magazines extremely well-written advertisements about Cutlery That Cuts, and that could be bought of every hardware dealer or direct from the factory. Five hundred dollars was all they spent the first three months, but they spent five thousand the second three months, and twenty thousand dollars during the rest of the year. The Blackburn cutlery sold itself. Once a person owned it he advertised it. That's what happens with anything that's the best.

Business Booms

The shop at Winchester became too small. At first they tried over-time but that didn't pay, and the banks had long since received their money for the \$5000 notes left as a remembrance of Frank Archer, Treasurer. Business was coming and coming faster than they could take care of it, for this young Chicago man was a genius in the art of advertising. Once in a while that kind of an advertiser is born and he makes a big success of his business. Young Curtis was soon admitted as a member of the big advertising firm he represented, and they were ready enough to finance the Blackburn Cutlery Co. It made a limited line of goods, of a quality that commands a high price and a steady custom, and the letters that went out from the office to follow up inquiries were carefully studied and composed. No waste words. They told the story of every article sold and with it went a guarantee that if it wasn't the best, your money back without a word, and no money went back. It's not the biggest cutlery establishment in America today but it employs about two hundred high-class workers in steel who get the best of pay and who draw their 8% dividend every year along about Christmas time, and there's never been a strike.

One day in Chicago June met on the street a haggard, broken-down wreck of humanity who tried to dodge her as he slunk back into a door-way but she got him by the arm and said, "Why, Frank Archer, you're sick."

"I'm dead," he said. "I'm dead, and I ought to be dead."

"Oh no, you're not dead. You're down but you're not out."

"You don't mean that you think I ought to be alive, June?"

"Oh there's a lot of people alive that ought not to be," said the girl, "and we are none of us so good that we can afford to look down too much on a man that's fallen. You did us a pretty bad trick and we thought it was going

(Continued on 4th following page)



ANNOUNCEMENT OF WINNERS IN PENMANSHIP CONTESTS

The series of contests announced in the October, 1922, number brought replies from 21 different persons. Some of these submitted specimens or letters in more than one contest, so that the total number of entries was 32.

This was still somewhat smaller than the total number of prizes offered, 57. Some of you who are reading this might just as well have had your name on the list of prize winners if you had submitted a specimen in any one of the following contests: 1, 5, 7, 9, 10, 12, 15, 16, 18, 19 or 20.

The prize winners of various contests were as follows:

Contest 1. Letter telling how you have profited through reading the advertisement in the BUSINESS EDUCATOR. First prize, Jose A. Orig, two years' subscription to the BUSINESS EDUCATOR.

Contest 2. Best work on Mr. Griffith's lessons, September to December, inclusive. Four persons submitted work in this contest so nearly alike that we gave up trying to determine which one was the best and awarded each of them a year's subscription and a dozen cards. The work in every case was splendid. The four prize winners are as follows: Frank Richmond, Millard W. Reichenbach, Ernest W. Dewey and E. E. Allen.

Contest 3. Best page of Business Writing from a student. First prize, Isami Koide, two years' subscription. Second prize, Hilda A. Hillger, one year's subscription. The following persons submitted work and were awarded one dozen cards each: Jose A. Orig, Howard A. Medley, and M. W. Reichenbach.

Contest 4. Best page of Business Writing from student or teacher. First prize, Hilda A. Hillger, two years' subscription. Second prize, E. C. Ringold, one year's subscription.

Contest 5. Best letter telling of the advantages of being able to write well. First prize, Hilda A. Hillger, two years' subscription.

Contest 6. Best series of practice papers from lessons in Ornamental Penmanship presented in the BUSINESS EDUCATOR. First prize, Isami Koide, two years' subscription. Second prize, C. H. Spryer, one year's subscription.

The following persons were awarded one dozen cards each: Ross R. Garman, Ernest W. Dewey and Anna Dorner.

Contest 7. Best page of Ornamental Penmanship from a student. First prize, Isami Koide, two years' subscription. Second prize, G. H. Clarke, one year's subscription.

Contest 8. Best page of Ornamental Penmanship from anyone. First prize, James E. Brown, three years' subscription. Second prize, R. H. Harrison, two years' subscription. Third prize, E. C. Ringold, one year's subscription. In this contest Mr. Lemley Phillips, a student in the Zanerian, presented

some splendid work, but because he was a student in our school he was not awarded one of the prizes.

Contest 10. Best work on lessons in Roundhand. First prize, Isami Koide, course of personal instruction announced in our October number.

Contest 12. Advantages of studying Salesmanship. First prize, Miss Clara Thomas, two years' subscription.

Contest 16. Best series of letters written as suggested in the series "Learning to Dictate." First prize, Ernest W. Dewey, two years' subscription.

Contest 20. Best letter from a teacher pointing out the advantages of being a teacher of penmanship. First prize, A. C. Evans, two years' subscription.

Individual honors must go to Isami Koide, a student in Lincoln High School, Los Angeles, California, under the instruction of Mrs. Bigham Coley. Mr. Koide is only sixteen years old and his writing, both Business and Ornamental, is quite professional in character. He easily won first prize in Contests No. 3, 6, 7 and 10, so it will be quite a while before his subscription to the BUSINESS EDUCATOR will expire.

The work of Hilda A. Hillger is also noteworthy. She won first prize in Contests No. 4 and 5, and second prize in Contest 3.

The letters written by Miss Clara Thomas in Contest No. 12 and by A. C. Evans in Contest No. 20 were splendid presentations of the subjects to be discussed in these contests. We hope to publish both of these letters a little later, and will also have engraved a number of the specimens in the contests.

FOR SALE

SMALL, well equipped, paying business school. Well located. Excellent opportunity for man and wife or teacher. Address V. A., care of Business Educator, Columbus, Ohio.

An Experienced Teacher

of bookkeeping and higher accounting available. Will consider a principalship of a Business school or high school department.—AVAILABLE, care The Business Educator, Columbus, Ohio.

FOR SALE

Old, well established business school in one of best small cities of Ohio. Wealthy owner wishes to retire, and will sell to reliable man on monthly payments. Fine equipment, easy terms, low price. No competition in a good territory.

OHIO OPPORTUNITY

Care Business Educator, Columbus, Ohio.

P. E. Jennings, a student in Barnes School, Denver, Colo., recently wrote us as follows:

"Mr. Mery told us when securing subscriptions for the BUSINESS EDUCATOR 'Here's an instructor of penmanship who will call at your home every evening, he will stay fifteen minutes, an hour, or if you like all evening. It's up to you!'"

Miss Neva Fessenden sent us a number of specimens from her students in the Bakersfield, California, schools. Twenty of these we found to be of the standard require for the High School Certificate and one hundred and six up to the standard required for the Grammar Grade Certificate. Most of the others secured the Certificate of Excellence.

Miss Fessenden will be remembered by students in the 1922 Zaner Method Summer School. She is a student of the Psychology and Pedagogy of Penmanship and her pupils show the results of her thorough training.

COURSES BY MAIL

Normal, High School, Business, Law, Engineering and College Courses leading to the regular College and Post Graduate degrees thoroughly taught by mail. Now is the time to enroll. For special rates address

CARNEGIE COLLEGE, Rogers, Ohio.

100% INVESTMENT 100%

A Home Study Course in

ACCOUNTANCY

leading to the degree of

MASTER OF ACCOUNTING

For catalog write **COLLEGE PROFESSIONAL ACCOUNTING**

(Try Dr. Nawson's weekly CPA tests) 1858 Ingleide Terrace Washington, D. C.

Teachers Wanted

Penmanship or Commercial. Fine Salaries.

NATIONAL TEACHERS AGENCY,

Philadelphia, Pa.

Pittsburgh, Pa. Syracuse, N. Y.
Indianapolis, Ind. Northampton, Mass.

WE SPECIALIZE in placing Commercial and Penmanship Teachers. Send your application in now. Registration FREE.

The Commercial Service Agency,

P. O. Box 618 ST. LOUIS, MO.

B. C. S. DEGREE HOME STUDY OTHER COURSES

including Accounting, Law (LL.B.), Spanish, Salesmanship, High School, Normal, Pen Art (M. Pen.), Resident and Extension.

—WRITE TODAY—

Peoples College, Box 534, Ft. Scott, Kansas

The Special SUMMER SCHOOL for Commercial Teachers

Will be larger this year than ever. The mail indicates it, the special preparation we are making indicates it, the demand for commercial teachers indicates it, and the fact that we are now on the accredited list of the University of Kentucky indicates it. This is the time to make preparation for your summer work. Write us for full particulars.

Bowling Green Business University,

Bowling Green, Kentucky

NEAR GREAT MAMMOTH CAVE

Notes

C. P. Downey, Dakota Business College, Fargo, North Dakota, in sending a second list of subscribers, writes as follows:

"Our students are much pleased with the B. E., and I will probably send you another list of subscriptions after January 1st.

"I received the Certificate Circulars and it is gratifying to see almost every student trying to duplicate Mr. Lupfer's copy. We are going to be among your certificate winners this year."

Miss Helen E. Cotton, Supervisor of Penmanship in the Public Schools of Schenectady, New York, recently submitted specimens from a number of the pupils and was awarded fifteen High School Certificates and one hundred and fifty-seven Grammar Grade Certificates. This splendid work is due to the instruction of Miss Cotton, the industry of the pupils and the help of the teachers, as well as to the foundation work in penmanship in Schenectady by Miss Alice E. Benbow, who had been in Schenectady for a number of years before going to Trenton.

L. L. Statler of South Hills High School, Pittsburgh, Pennsylvania, is very successful in securing Business Educator Certificates for his students. During the school year 1921-22 a total of one hundred and twenty-nine certificates were issued to his students and the total of twenty-nine certificates have already been received for this year, so we expect him to surpass the record of last year. Mr. Statler was a student in the Zanerian College of Penmanship in the summers of 1915 and 1916.

Miss Ethel Kesterson, Supervisor of Writing in the public schools of Springfield, Missouri, recently sent us a very fine package of specimens from pupils in the Springfield Schools. The specimens were mailed us on December 12th and of course represented the work that was done comparatively early in the year. They were all from the eighth grade.

Of these specimens twelve were found to be up to the High School standard and 265 up to the Grammar Grade standard. These pupils should be able to do splendid written work in their other studies when they get into high school.

Miss Thelma Drow of Whitewater, Wis., has been employed as assistant to M. E. Studebaker in the Commerce Department of the Ball Teachers' College, Muncie, Indiana.

TEACHERS AND MANAGERS WANTED
for fine private school positions. Good salaries. Also some money making business colleges for sale. Write for particulars. M. S. COLE, Secretary
COOPERATIVE INSTRUCTORS ASSOCIATION, MARION, IND.



Train for Commercial Teaching At the Rochester Business Institute,

and get the benefit of the highest standards of Commercial Teacher Training in this country. Here you will find instructors who understand the problems of Commercial teachers in both high schools and private business schools. We recommend and place all graduates. A postal card request will bring you our Bulletin and Circulars.

ROCHESTER BUSINESS INSTITUTE, Rochester, N. Y.

WE PLACE YOU IN THE BETTER POSITIONS

OUR REPUTATION IS NATIONAL
OUR SERVICE UNEXCELLED



FREE REGISTRATION
to normal and college graduates. WRITE US NOW for enrollment blank and booklet, "How to Apply" with Laws of Certification.

BRANCH OFFICES:

Portland, Ore. Minneapolis, Minn. Kansas City, Mo.
N.W. Bank Bldg. Lumber Exchange Riata Bldg.

ALBERT Teachers' Agency
25 E. Jackson Blvd., Chicago

38TH YEAR

Teachers of *Shorthand, Bookkeeping, Accounting, Salesmanship* wanted for positions in best schools. Vacancies now coming in. Send for booklet "Teaching as a Business." Other Offices:—
437 Fifth Ave., New York Symes Building, Denver Peyton Building, Spokane

**POSITIONS FOR TEACHERS—
BUSINESS COLLEGES FOR SALE**

Splendid salaries, choice positions, beginning and experienced teachers wanted. Write for free literature; state qualifications briefly. Money making business colleges for sale. Write for particulars—no charge.

Address M. S. COLE, Secretary,

CO-OPERATIVE INSTRUCTORS' ASSOCIATION, 41 Cole Bldg., MARION, IND

**Attractive Positions For First-Class
Commercial Teachers**

We now have on file some splendid openings for commercial teachers, some of them to be filled now and others in January. If you are out of employment or dissatisfied with your present position, we may be able to get you just what you want. Possibly you will not be available until the beginning of the second semester. By enrolling with us now, you can get the refusal of the very best positions available for the mid-term. Free enrollment.

**CONTINENTAL TEACHERS' AGENCY
BOWLING GREEN KENTUCKY**

GET A BETTER POSITION



Add 10% to 50% to your income. We tell you of the finest openings and help you get the place you want. Salaries up to \$3,000, or more. Hundreds of schools in all parts of the country write directly to us for teachers. More than half of the state universities have selected our candidates. Confidential service. No obligation to accept any place. Write for details NOW.

THE SPECIALISTS' EDUCATIONAL BUREAU
ROBERT A. GRANT, President, ODEON BLDG., ST. LOUIS, MO.

SALESMANSHIP

Helps for Teachers and Students

By M. N. BUNKER

President, The Peoples College, Ft. Scott, Kansas

A MAN AND HIS CLOTHES

We used to hear a great deal about "Clothes do not make the man," but this is no longer entirely true. Radio, aeroplane, and the automobile have changed all of this, so that clothes do count. The young man or woman who expects to go out from school and sell—services, merchandise—must give attention to personal appearance and conduct if they are to accomplish the full measure of success.

During the past few months one of the great eastern book publishers has been running full page advertisements in the popular magazines, showing how a breach of etiquette has cost a man an earned promotion. It is true that this is advertising, but there is more than a grain of truth in the assertion that these personal qualities do have very much to do with achieving success in selling.

In the movies, and in some schools of fiction, the successful business man is pictured a grouch, and sore head. He snaps and snarls, and tears his hair when things go wrong—is crude and proud of it, but this conception of a business man is merely a brain storm of some fantastic writer. The successful man today, as every school man knows, is a smooth, even-tempered man, well dressed without being flashy, and as sure to be courteous as any professional man.

This is true because business is becoming a profession, and the salesman and saleswoman are the very highest type representatives of this profession—if they are succeeding.

A number of years ago a woman, prominent in high school work, told me this anecdote of early life in Kansas. I have never forgotten it and pass it on as a vital illustration of an important part of successful selling. A certain man who later became a considerable power in the state, was looking with anxious eyes toward one of the small colleges not far from the Missouri line, where a President was desired. He had a Master of Arts Diploma from a good school, had made good in executive positions, and was fully competent to hold the position—if he could get it. But he had only one decent suit of clothes,—and no money to buy more. Going in debt for new clothes without any way in sight of paying for it was not good business then, any more than it is now, and the chances of his getting the appointment seemed slim indeed. After allowing for car fare to the school city he would have something less than eight dollars to cover incidentals, hotel bills, and if he did not get the job he would have to walk home. But that seven dollars plus saved him. He had his clothes cleaned and pressed; his hair cut, and shined his own shoes. Then, armed

with his credentials, and a one-way railroad ticket he set out—and GOT THE JOB.

Telling this story later he pointed out that a crease in his trousers and a shine on his shoes helped him get a college presidency, where he remained for years. Although his scholarship justified the position, he very probably would not have been elected without this outside evidence of ability. Good appearance sold him into this position.

This is true of every man and woman. It is human nature to prefer dealing with the prosperous looking people, instead of the down-and-outers. You buy pencils from the blind man on the street corner—if you do buy—not because you need them but because you are sympathizing with him. The ordinary salesman cannot appeal to this vein of sympathy in human nature, and must compel attention and interest by his personality.

All of this does not mean that the salesman's clothes must be expensive, but it does mean that they must look well. A broad white and black check, even if made of the choicest product of the world's best mills, does not look well. The young man who goes out from school in a suit possessing all those features that the display card calls "up-to-date, and modish," is missing the goal just as much. Good clothes, in modest pattern, are the best outfitting. The expenditure of much money doesn't mean the best and most suitable equipment.

However, clothing is not all of importance in creating a favorable impression. I saw a young man turned down the other day by a man who really wanted what he was selling. Though this salesman's clothes were of good quality they were not pressed, but this might have passed. What got him his first refusal was the cigarette that dangled between his fingers, just as he had taken it from between his lips. He slouched, and clearly needed sleep. When refused he slumped down on the corner of the desk and shrugged his shoulders. "Oh, I don't care," he said. "I'm working on a salary."

But he wasn't a salesman. No matter if he drew a pay check every week he was not a salesman, and that pay check never will be large. It may provide him a place to sleep, meals, and enough to carouse away the evening, but ten years from now he will be just as seedy, just as no-account as he is today, although in the brief conversation that morning he emphasized the fact that he was a salesman, representing one of the largest houses of its kind in the United States.

Using the word "clothes" in a general sense, they are an important factor in salesmanship today, but the man inside the clothes is still the vital ele-

ment in making the impression on the prospect. The physical appearance of the salesman may be all that can be asked, but he may counteract all of this by an atmosphere that is a part of himself. William Walker Atkinson in his book, "Psychology of Salesmanship" says, "If you want a maxim of action and manner, take this one: 'Act as a gentleman should'. If you want a touchstone upon which to test manner and action, take this: 'Is this the act of a gentleman?' If you will follow this advice you will acquire a manner which will be far superior to one based upon artificial rules or principles—a natural manner—because the manner of a gentleman is the expression of true and pure courtesy, and will be respected as such by all, whether they, themselves, observe it or not."

There is a man past sixty-five in one of our western states who has held a county office for ten years—five terms, a Democrat in a Republican county. Something like fourteen years ago he moved into that prairie country with probably two hundred dollars, a handful of household goods, and the elements of a gentleman from his heart to the outermost cuticle. He went there as a salesman for a stock food and household remedy company, and inside of two years was a welcome visitor in more than two-thirds of the homes of that county. It was not because his merchandise was better, but he made a favorable impresson on his first trip over the county. Somewhere he absorbed the gist of what the American Cash Register Company says to its salesmen: "Remember, the first five minutes of speaking to a man is likely to make or break you as far as that sale is concerned. If you are in any way antagonistic or offensive to him, you have hurt your chances badly from the start. If you have failed to definitely please or attract him, you have not done enough. It isn't sufficient to be merely a negative quantity. You should make a positive favorable impression, and not by cajolery, nor attempted wit nor cleverness. The only right way to gain a man's liking is to deserve it. The majority of men do not often know just what the characteristics of a man which makes him pleasing or displeasing to them; but they feel pleased or displeased, attracted or repulsed, or indifferent, and the feeling is definite and pronounced, even though they cannot understand just what makes it. A storekeeper in the smallest way of business in a little country village is just as susceptible of being pleased or offended as any merchant prince. It should never be forgotten that whatever his position may be, 'a man's a man for a' that'."

Fred P. Myers, Principal of Indiana, Pa., Business College, in ordering twenty-two certificates a few days ago writes as follows:

"We are very much pleased to receive the certificates and it has caused a greater interest in our penmanship classes. We will continue to send specimens."

MAKING SALESMANSHIP A PROFESSION

By J. S. Knox, President Knox School of Salesmanship

Many salesmen wonder why it is that Salesmanship, which is one of the oldest occupations in the world, is not recognized as a profession. The three learned professions are—Law, Medicine and Theology. All law is based quite largely upon the Ten Commandments, but trade flourished in Babylonia long before the time of Moses. The Science of Medicine is a comparatively new science. One hundred years ago and even less, the doctors bled sick people. They are still bleeding them, but in a little different way.

Let us take a long look back through the centuries and ask some of the great leaders of those times what thy thought of business men and business as it was conducted at that time. The ancient Persians considered business a school of lies. Aristotle said that a merchant and a falsifier were synonymous. Cicero declared that a merchant could not succeed without lying. This dishonest method of doing business was handed down through the ages and some of it exists to this day, to the detriment of all business and the disgust of decent men. The Hebrew and the early Christian literature express much the same sentiment. St. Chrysostom, one of the early Church Fathers, said it was scarcely possible for a man to be a business man and a Christian at the same time. The Church in the Middle Ages published a canon against buying goods for the purpose of selling them at a profit. They established the so-called "Rule of the Just Price," the price above which no merchant might sell. A salesman or a merchant who bought goods with the idea of selling them at a profit was held in contempt. He was considered dishonest, a parasite, reaping where he did not sow.

Where goods were manufactured in the household and sold to the nearby neighbor, there was little need for the

services of the trader, and his services would scarcely be appreciated.

It is for these reasons that in the Middle Ages a violent and unjustifiable prejudice was aroused against the middle man. That prejudice has been handed down even to our day. It has in a considerable measure created educational antagonism towards business, but it is being eliminated. Today, where goods are brought from the ends of the earth to meet our daily needs, service is supreme.

A salesman is a teacher. He is more than that—he is the advance agent of Civilization. It was the salesman and trader who first penetrated the Hudson Bay country. The lawyer, doctor, preacher and teacher followed. It is the salesman who marketer the sewing machine, the windmill, the telephone, the telegraph, and modern breakfast foods.

Salesmanship is the power of human influence—the influence which one man has over another, whether in the school room, the court room, the sample room, or while preaching the gospel in farthest Asia or darkest Africa. If the work of a salesman is so great and it has meant so much to the building of Civilization, why is not Salesmanship recognized as a profession.

Let us stop a minute. What do we mean by the word "profession?" Where does it come from? It is an outgrowth of the word "profess." The man who belongs to one of the learned professions, professes to have knowledge in that particular subject. A doctor, for instance, spends four years in high school, four years in college and four more in a medical school before he can profess a knowledge of his subject and be licensed to practice. The same thing is true of lawyers, who must receive their legal training in a recognized law school. How about a salesman? How much knowledge does he profess to have? Most salesmen or so-called salesmen cannot profess to have spent even one month in any school on earth in the study of the science of business or the science of Salesmanship. Do you now see why we are not recognized as a profession and why we are not entitled to be known as members of a learned profession?

An Experienced Teacher

of all Commercial Subjects, Shorthand and Spanish desires a position. Address L. G., care of Business Educator, Columbus, Ohio.

Cragin

(Continued from 4th preceding page) to kill us but it turned out to be the best thing that ever happened, for if you hadn't left us we would probably have drifted along employing a dozen or more men and selling a little cutlery, and now we are employing two hundred. You come with me and let's see what we can do."

She took Frank Archer to the Rescue Mission on Clark St., and asked the manager what she ought to do, and he said: "Get him into the Washingtonian Home over on West Madison St. He is a wreck from drink, when he can get it, and from lack of food and from sleeping in ten cent lodging houses and in alley ways when it isn't too cold." She took him over there and went good for his expenses, and in a month when she came back to Chicago she found a very different man. She did not take him back to Winchester because he didn't want to go, but Curtis got him a position in the big advertising Co., where he could earn enough money to keep him in some kind of comfort. He was pretty far gone physically but the doctor said he was a good deal better than a dead man, and he is living yet, and as far as I know has kept straight.

When June Blackburn came back from Chicago she wore on her third finger a 1½ karat diamond that sparkled and glowed like fire in its platinum setting. I don't know how she came to wear it there but perhaps she got a bargain at some mark down sale. Paul Curtis had on the stub of his check book, "Diamond ring \$500!" and he smiled as if he thought it was a good bargain. Perhaps it was, I shouldn't wonder.

D. L. STODDARD'S NEW BOOKS

R. D. Box 8, Indianapolis, Ind.
Hundreds of Pen and Ink Illustrations.
PRACTICAL PAYING PENWORK 50c
or HOME BUILDING. Each
— Carpenter's Square and Compasses, 75c —
SPECIAL Flourished Card Designs or Booklist on Designing 10c
\$1.75 FOR ALL AT ONCE
If D. d. d. d.

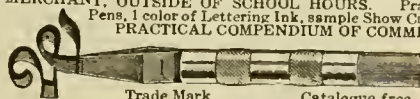
A Business of Your Own

No position or profession in the world offers you the opportunity for advancement or the money-making possibilities unless you "are your own boss." No one ever became rich working for the "other fellow". Did you ever know a wealthy penman? I can show you how to make some "real money" if you want to make it. My literature is yours for the asking.

C. F. BEHRENS, Consulting Chemist
P. O. Box 573 Cincinnati, Ohio

A PROFITABLE VOCATION

Learn to letter Price Tickets and Show Cards. It is easy to do RAPID, CLEAN CUT LETTERING with our improved Lettering Pens. MANY STUDENTS ARE ENABLED TO CONTINUE THEIR STUDIES THROUGH THE COMPENSATION RECEIVED BY LETTERING PRICE TICKETS AND SHOW CARDS. FOR THE SMALLER MERCHANT, OUTSIDE OF SCHOOL HOURS. Practical lettering outfit consisting of 3 Marking and 3 Shading Pens, 1 color of Lettering Ink, sample Show Card in colors, instructions, figures and alphabets prepaid \$1.00. PRACTICAL COMPENDIUM OF COMMERCIAL PEN LETTERING AND DESIGNS, 100 Pages 8x11, containing 122 plates of Commercial Pen alphabets, finished Show Cards in colors, etc.—a complete instructor for the Marking and Shading Pen, prepaid, One Dollar. THE NEWTON AUTOMATIC SHADING PEN CO.
Dept. B. PONTIAC, MICH., U. S. A.



Trade Mark Catalogue free.

PENMANSHIP

for Bookkeeping Texts, Writing Books, Business Correspondence Texts, etc., prepared in India Ink for engraving.

S. E. LESLIE

3201 Euclid Ave. Cleveland, Ohio

"How To Sell—And What"

The Money Makers' Magazine—"The Main Entrance to Successful Selling." Tells how, when and what to sell. Puts you in touch with fast-selling lines and hundreds of reliable manufacturers—many of whom require no previous experience. Famous contributors; "brass backs" departments; interviews with successful men and women. \$2.00 a year. Special combination price with "The Business Educator" both for \$2.25. Sample copy free.

HOW TO SELL

Department B. E., 22 W. Monroe St., Chicago, Illinois

Meub's Professional Oblique Penholders

MR. S. E. LESLIE, Spencerian College, Cleveland, Ohio, one of America's finest penmen, says: "I like the adjustment of your holders better than any I have ever used. Every penman in the country should be supplied."

Handmade and inlaid with the finest woods. Send check for yours today. \$1.25 postpaid. Your money back if not satisfied.

A. P. MEUB, 2051 N. Lake Ave., Pasadena, Calif.

From **Stepping Stones**, published by the Mountain City Business College, Chattanooga, Tenn., we learn that this school, which for nearly thirty-three years has been owned and conducted by J. A. Wiley and D. C. Wiley, was sold on January 1st, 1923, to Roy E. McKenzie and H. Frank McKenzie, formerly of the American Commercial School, Allentown, Pennsylvania. The McKenzie boys, however, were born on a farm near Chattanooga, so they are merely returning home.

Roy E. McKenzie still retains a large interest in the American Commercial

School and is Secretary of the American University of Commerce of Allentown. Mr. D. C. Wiley remains with the Mountain City Business College as Vice President.

C. P. Downey of Downey Business College, Fargo, North Dakota, began the year with a club of twenty-three subscriptions. He states that most of his students desire to try for the Certificate of Proficiency, and we hope to have a large number of certificate winning specimens from this school before the end of the year. Mr. Downey himself writes a very good business hand.

Mrs. L. M. Forbes, Miss Caroline V. Montieth and Mrs. Mabel O. Wyeth

have sent us a large number of certificate winning specimens from the Junior High School of Port Huron, Michigan, during the last year. A large number were ordered during May and June of last year and another order has just been received for this year. The total is one hundred and forty-four certificates, which is a splendid record for the school and for the instructors.

Mith Ethel M. Weatherby of Cramer Grammar School, Camden, N. J., sent us an order for 36 Grammar Grade Certificates just before the close of the year. This makes a total of 107 certificates ordered during 1922, showing that the pupils under her direction are doing good work.

HIGGINS'

ETERNAL INK-ENGROSSING INK

WRITES EVERLASTINGLY BLACK



THE ETERNAL INK is for general writing in plain or fountain pens.

THE ENGROSSING INK is for special writing, engrossing, etc. These inks write black from the pen point and stay black forever: proof to age, air, sunshine, chemicals and fire.

At Dealers Generally
CHAS. M. HIBBINS & CO., MFR.
271 NINTH ST. BROOKLYN, N. Y.

DIPLOMAS

For Schools and Colleges

*Specially Designed or Supplied
from Stock*

For nearly twenty years we have done all the engrossing and diploma work for the University of Wisconsin.

B. C. Kassell Company

**105 North Clark Street
Chicago, Illinois**

DIPLOMAS

*For Business Colleges and
Public Schools*

Catalog and Samples Free.

We specialize in Made-to-order Diplomas

Resolutions Engrossed

Diplomas Neatly Filled

Art Calendars and Advertising Novelties.

Attractive Lines

Best Quality—Reliable Service

Engravers **HOWARD & BROWN** Printers

Engravers **HOWARD & BROWN** Printers

Rockland, Maine



LEARN ENGROSSING

in your spare time at home

Thirty Lesson Plates and Printed Instructions mailed to any address on receipt of two dollars, Cash or P. O. Money Order.

P. W. COSTELLO
Engineer, Illuminator and Designer

Odd Fellows Hall Bldg., SCRANTON, PA.

[illegible]

A resolution engrossed by HOWARD E. MILES of the McIntyre Studio, Providence, Rhode Island. Mr. Miles is a nephew of W. E. Dennis, one of the best known engrossers in the country, and as this resolution will testify, he is an unworthy follower of his illustrious Uncle.

The colors, which of course are lost in engraving, are as follows: The large "W," the deep purple, the scroll inside in Payne's gray and lighter purple, the shell gold with burnished design, the "B," "E" and "C" in two shades of maroon, the initials of name in gold and light purple, small letters in black with gold dot in center of stroke, remaining initials in Payne's gray, light maroon and light purple. Mr. Miles does not advocate a large number of colors in one design.



THE REAL F. B. COURTNEY

By John S. Griffith

My acquaintance with Mr. Courtney began in 1913. In the summer of that year I was making my first visit to the Zanerian and stopped off in Detroit "to meet the wizard Courtney." Mr. and Mrs. Courtney received me graciously and I learned to regard them very highly.

At this time Mr. Courtney was conducting his correspondence courses. I remember one day I helped to fold several hundred circulars and insert them in envelopes that Mr. Courtney had addressed in his most skillful style. He had covered the top of his desk and the floor of his office with envelopes addressed in the dashy ornamental style which has made him famous. I remarked on the number of envelopes he had addressed and he said, "Well, come in again in an hour or two and I will have another surprise for you," and when I returned the floor was again covered with envelopes.

After spending some time at the Zanerian I returned to Detroit for another visit with Mr. Courtney. At this time he inquired about the different teachers and students at the Zanerian and told me many fine things about Messrs. Zaner and Blosier. He seldom mentioned his own ability but was ever ready to praise the other fellow.

A few weeks ago I enjoyed another visit with him and found that he is giving less time to the execution of penmanship but is engaged in examining questioned documents. He told me a great deal of his work, describing in detail some of the noted cases he has handled and the methods he uses in arriving at his opinions, and how he convinces the jury of the correctness of his opinion. I met several prominent men in Detroit, judges, lawyers, bankers and business men who expressed their confidence in Mr. Courtney's methods and opinions.

But Mr. Courtney has not entirely given up the execution of fine penmanship. The three or four days I was there he did a few "collar and elbow" stunts with his oblique. He needed no time for "tuning up." He would write for an hour or two at a time and then get away from pen work for a while. When he returned he seemed to handle his pen with more dexterity than before.

He told me a great deal about the different methods of instructions he had received, illustrated his progress in penmanship, and did a number of interesting stunts.

One day he noticed that I was studying his position and manner of writing rather than the specimens he was producing, so he wrote in about a dozen different positions. This shows his mastery of the art of writing. I noticed that as a rule the pen was not in the clip very far,—that he used plenty of ink, and that he held the penholder a considerable distance from the lower end. He seemed always to know exactly what he was going to write before he began and planned the arrange-

ment and balance of the signature very carefully, then the capitals were dashed very rapidly.

While I was there he prepared five of the plates for the BUSINESS EDUCATOR, the first of which was published in the December number. He stated that he expected to prepare a number of other plates for this magazine.



No Sir There is no better oblique holder made, and the price is right.

R. C. KING

701 Metropolitan Life Bldg. Minneapolis, Minn.

CARDS

FINE FOR YOUR SCRAP BOOK

I have a miscellaneous lot of written cards on hand because of misspelled names, etc. These are the accumulation of many years, some white, black and colors embellished, all representing my best work. A fine selection, no two alike. Pack of 20 cards 50 cents, Stamps or Money Order.

F. W. TAMBLYN,

Ridge Building, KANSAS CITY, MO.

H. J. WALTER, Penman

Studio No. 2, 313 Fort St., Winnipeg, Canada

ENGROSSING and Penwork of every description. Illuminated Addresses, Diplomas and Certificates filled. Script for Business Colleges and Commercial Advertising.

Business Penmanship by Correspondence Course. Written Visiting Cards, 3 doz. \$1.00. YOUR NAME in choice illuminated Script, \$1.00. I am confident I can please you.



GEMS of the Pen

1 doz. white cards, ornate style, 25c; 15 cards (RAIN-BOW ASSORTMENT) all different colors executed on blue paper and black inks, on blue paper and black inks, 25c; your name and address on Magic Puzzle Card, 15c; large sheet engrossing, 50c; Genuine Leather Card Case, 25c. **ALL OF THE ABOVE..... \$1.00**

ed in gold, white 50c; ornate poem BOX 411, PORTLAND, INO. with gold, white

CARDWRITERS and PENMEN—Send 10c for samples of lodge, comic and other black cards, etc.

A MASTER PENMAN

always commands a better salary. Our home study course will qualify you, and our Service Department will help you. Master of Penmanship (M. Pen) conferred. Write,

CHAS. W. MYLIUS,

Peoples College Fort Scott, Kansas

A Business College Course

At Home Bookkeeping, Short-

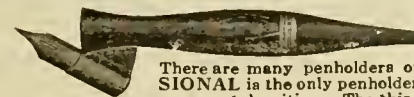
hand, Salesmanship, Civil Service. Graduates earn \$100 to \$200 a month. Our School is one of the great system of Brown's 22 Business Colleges. 17th year. Thousands from all the walks of life have learned successfully.

Write for FREE book of testimonials and particulars of all courses. Mention Course preferred.

BROWN'S HOME STUDY SCHOOL

300 Liberty Bldg.

PEORIA, ILL.



fully with an automatic lathe, therefore they are HAND MADE of selected rosewood. (Look for the brand.) The A. "Magnusson Professional" hand turned holders are adjusted specially for penmanship. 8 inch plain, each 35c; 8 inch inlaid, 75c; 12 inch plain, 75c; 12 inch inlaid, \$1.35.

A. MAGNUSSON, 208 N. 5th STREET, QUINCY, ILL.

Professional Penmen

Leslie E. Jones, Elbridge, N. Y., Business and Ornamental Writing.

A. W. Anderson, Redlands, Calif., Cards, Flourishing, etc. Sample 25c.

Burt Kelley, 833 Smith St., South Bend, Ind., Mail Courses Penmanship and Card Writing. Samples 25c.

C. C. Oursler, Card-Writer, Oblong, Ill. Generous samples and card case. 25c.

Adolph O. Ambrose, Card Carving Artist, Janesville, Wis. Sample, 15c.

Paul H. O'Hara, Maury High School, Norfolk Va. Courses as follows: Business and Ornate (Mills' style). Roundhand, Lettering, Rowe Bk. and Accty. Extension course. All sets. High standards. Investigate.

D. A. O'Connell, Penman, LeSueur, Minn. Signatures a specialty. Samples 20c.

H. Tober, Card-Writer and Printer. Send for samples of cards and cases. 2980 White Ave., Fresno, Calif.

(Your name in this column will cost only a small sum. Ask about it.)

Penmanship—Bookkeeping

Combination Course by Mail, \$3.00 Mo.

Windermer School of Penmanship and Accountancy 14109 Mayfair Ave. East Cleveland, Ohio

SPECIAL FOR FEBRUARY

\$2.75 Worth of Flourishing for Only \$1.00

FLOURISHED CARDS—I will send you twenty handsome specimens of off-hand flourishing, such as birds, awana, scrolls, etc., all fresh from the pen, for \$1.00. These cards are truly a feast for the eye and an inspiration to all who see them.

ARTHUR P. MYERS, The Prince of Flourishers 963 E. Market St., York, Pa.



Persons receiving my simplified instructions are amazed how quickly they become expert penmen. Let me make YOU an expert. Your name written on cards and full details free. Write today. A. P. MEUB, Expert Penman, 2051 N. Lake Ave., Pasadena, Cal.

MADARASZ BOOK

CONTAINS 82 pages of the finest ornate penmanship in the world, as follows: 82 written cards, 60 lines of Ornamental Writing, 2 sets of Ornate Capitals, 1 set of Business Capitals, 1 set of Ladies-Hand Capitals, 1 Bird flourish, 1 Swan flourish. Money refunded if not satisfied.

Price, 15 Two-Cent Stamps

The book is worth more than 30 times this amount.

C. W. JONES, 224 Main St., Brockton, Mass.



ROUNDHAND for BEGINNERS

Copy and Instructions by

E. A. LUPFER, Zanerian College of Penmanship
Columbus, Ohio

This lesson is based upon the capital stem. The endeavor in this lesson is to show you how the capital stem stroke is the foundation of the majority of the capital letters. This plate has been made with the idea of encouraging you to study form. See the relation of the capital stem to the various letters and the similarity of various letters. You can not do too much study in this work. The average roundhand student does not do enough careful analyzing of form. Study the work of good roundhand writers. Compare your work with their best letters.

No. 1 is a compound curve stroke made from two ovals. Start with a

hair-line and gradually add pressure until the full width of the shade is secured; then begin to diminish into a hair-line.

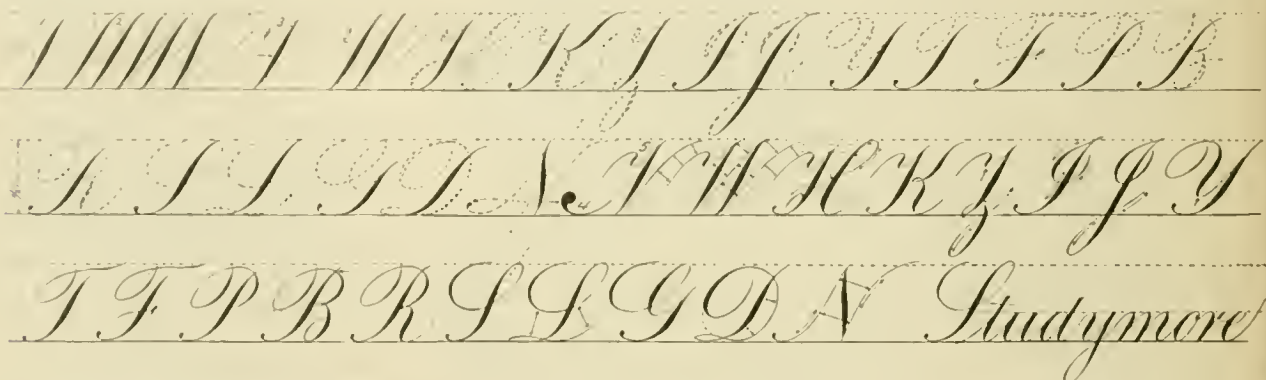
No. 2. Practice the compound curve exercise getting a little fine, graceful bulged shade, curving gracefully and evenly at both ends. Keep your upper strokes all on the same slant and parallel.

No. 3. Notice the application and slight modification of the compound curved stroke in the various letters. For instance, it is the same in the first and the second part of the K with the exception of the slant, and the last one

is slightly more curved than the first.

No. 4. So many letters finish with a dot above the base line that it is advisable to give it special attention. Study the enlarged copy carefully. You will see that it is circular and tapers out gradually into a hair-line. The dot is up off the base line but be careful not to twist it too much.

No. 5. Take up the individual letters one at a time. Study the arrows and as nearly as possible get your ideals in mind perfect before trying to make them with pen. Some of the letters may be made a little differently. For instance, the second part of the H may be made upward in one stroke, but in the beginning it is well for you to take it in sections. See how graceful and beautiful you can make these capitals. There is possibly no style of writing which is more beautiful than roundhand, nor is there a style which can be used appropriately in as many cases as this style.



R. E. Wiatt and his class in Penmanship at the Zaner Method Summer School in State Teachers College, San Francisco, Calif. His students were as apt in learning to write as they are seen to be in learning to smile.



BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

System Building and Constructive Accounting, by Raymond D. Willard, C. P. A., Massachusetts. Published by McGraw-Hill Book Company, New York City. Cloth cover, 307 pages.

This book is a treatment of the subject of system-building and constructive accounting, arranged in regular gradations from the fundamental principles of system work to the advanced problems of design and installation.

The author has endeavored to prepare a volume intended to illustrate, by analysis of systems now in use, some of the problems involved in system work so arranged that a progressive course of study may be followed.

The data have been supplemented by new charts and forms, so that a logical progressive study can be made.

While the volume is intended primarily as a text book for a course in system building, its usefulness is not necessarily limited to the student. It is hoped that the experienced practitioner will find helpful suggestions and the basis for discussion of various system problems.

Spencerian Speller, by L. C. Spencer. Published by the Spencer Publishing Company, New Orleans, La. Paper cover, 48 pages.

This is different from any other spelling book we have examined. The first fifty lessons give words derived from common Latin and Greek roots. For example from the root "sistere" to stand, a large number of English words are derived, including "assist," "exist," "constitute" and "restitution." The knowledge of the root is very helpful in teaching the spelling and definition of the English words.

The latter part of the book contains a number of lessons on words used in different lines of business or in different professions, such as electrical terms, printing, legal terms, etc.

Elements of Accounts, by Charles F. Rittenhouse, C. P. A., Massachusetts. Published by McGraw-Hill Book Company, New York City. Cloth cover, 272 pages.

This book in addition to its use as a text book it is felt that because of the topics of common interest which are covered, the book should be of value to the general reader searching for information about the practical side of

business and financial affairs, to those interested in a more orderly management of personal and household finances, to professional men and women who desire to introduce business-like methods in the management of their affairs, and for the same reason to the officials of institutions of various types. It is hoped that such persons will find the method of presentation simple and direct, the language free of needless, technical terms, and the accounting methods practical and easy of adoption.

Essentials of Advertising, by Frank LeRoy Blanchard. Published by McGraw-Hill Book Company, New York City, N. Y. Cloth cover, 322 pages.

Advertising is such a big subject and the amount of material concerning it so abundant that it is impossible within the limits of the single volume to present more than a small part of what might be written about it. The author of this book has confined his attention to a few of its many phases with the hope that the student, after he has mastered the principles set forth will desire to continue his search for advertising knowledge elsewhere.

In this book it has been the purpose of the writer to outline and discuss as briefly and as clearly as possible the fundamental principles upon which modern advertising practice is based, the preparation of copy, the special advantages of several mediums employed, the duties of the more important positions, and such other information as will give the student a comprehensive view of the subject.

Education for Business, by L. S. Lyon. Published by University of Chicago Press, Chicago, Ill. Cloth cover, 618 pages.

This volume attempts to answer the questions: What should education for business strive to do? And how should the work of educating for business be divided?

It is not a discussion of the curriculum for a particular type of school, but an approach and point of departure for a study of the curriculum of any type of business course. It may thus be of use to those who have serious interest in the whole field of business education or in any special phase of the subject. For the former it will serve as a survey more or less complete in itself; for the latter it is a method of approach.

Instructors in normal schools and teachers of methods courses in business education will find this volume valuable as a text book and reference work. They will welcome it for its presentation and examination of evi-

dence concerning the goals of business education, for its assignment of duties in curriculum-making on a basis of intelligent specialization, and for its study of the existing structures in business training; the high-school commercial course; the business college; the private collegiate school and the correspondence school; the corporation school; the collegiate school of business; the high school of commerce; the continuation school in business education; co-operative business courses; and evening commercial courses.

Heredity and Environment, by Edwin Conklin. Published by Princeton University Press, Princeton, New Jersey. Cloth cover, 379 pages.

The lectures which comprise this volume were given at Northwestern University in 1914, and were after repeated at Princeton University.

In attempting to present to a general audience the results of recent studies on heredity and development, with special reference to their application to man, the author has had to choose between simplicity and sufficiency of statement, between dogmatism and scientific caution, between a popular and a scientific presentation.

In preparing the lectures for publication it has not been possible to avoid the technical treatment of certain objects, but in the main the lectures are still addressed to the audience rather than to the scientific gallery.

Junior Typewriting, by Elizabeth Star-duck Adams, A. M. Published by Gregg Publishing Company, Chicago, Ill.

This book is based upon the Rational Development of finger development, the method that has proved to be the simple, direct means of producing accurate typists. It offers a new contribution in the form and arrangement of exercises. The illustrations contribute to the attractive make-up of the book and possess a high degree of instructional value.

This book is peculiarly a composite of the advanced ideas and practices of many teachers who have been doing pioneer work in junior high schools. From the richness of their experience they have offered helpful suggestions that have been incorporated in the text.

Bare-Handed Selling. Published by Reynolds Book Company, New York City, N. Y. Cloth cover. 250 pages.

This is a book of true sales experiences, a book of truths chosen for the use of the experienced salesman who wishes to make more and better sales, and to men and women who are beginning a selling career.

20th Century Bookkeeping^{AND} Accounting



Adopted by the New York Board of Education, Newark (N.J.), Board of Education and by the North Carolina State Board of Education

STYLE BOOK OF BUSINESS ENGLISH

Including Duties of a Private Secretary, Card Indexing and Record Filing

"I have received a copy of 'Style Book of Business English' and wish to say that it impresses me as being a very valuable publication and one which should be very helpful to the schools in the matter of business correspondence."—*Edw. W. Stitt, District Superintendent of Schools, New York City.*

"Your 'Style Book of Business English' is the only text that I know of that contains completely and in lesson form all the points on business correspondence needed by students of stenography, bookkeeping and typewriting."—*Leo. P. Callan, St. John's College, Brooklyn, N. Y.*

"The 'Style Book of Business English' is a splendid book and will prove a help to anyone who has to write a business letter. This work contains a good deal of information valuable to any person, for nearly every one has at some time or other to write on matters of business. The many model forms are carefully planned and well placed; the review questions are an excellent and stimulating feature; and the fund of general information on systems and methods is extremely valuable. I heartily and sincerely commend the book, believing it to be a real aid to attainment of correct form in business correspondence."—*Prof. Arthur J. Weston, Stevens Institute of Technology, Hoboken, N. J.*

Seventh Edition Revised. Cloth Gilt, 272 Pages. Specimen Pages Free

ISAAC PITMAN & SONS, 2 West Forty-fifth Street, NEW YORK

*Publishers of "Course in Isaac Pitman's Shorthand," \$1.60
"Practical Course in Touch Typewriting," 85c. Adapted by the New York Board of Education.*

ART AND CRAFT WORK

Guide to School Handicrafts. By Herbert Turner. 40 illus. 125 pp. \$2.00.

This book has been written as a guide for teachers who have little or no experience of craft work.

The following crafts are dealt with in their elementary stages: Wood carving, Repousse, Clay Modelling, Inlay and Overlay, Book-binding, Bent Ironwork, Stencil Cutting, Coloured Woodwork, Basketry, Pottery, Embroidery, Knotting and Network, Fretwork, Wood Block Lettering, Pokerwork, and Design for Craft Work.

A great deal of information of a practical nature is given, such as the minimum requirements in tools for each craft, materials, detailed description of actual processes, capital cost, annual cost, and a most useful bibliography.

Manuscript Writing and Lettering. A handbook for Schools and Colleges. By an educational expert. Second Edition. Many illus. and plates. 163 pp. \$2.00.

Writing and Illuminating and Lettering. By Edward Johnson. Seventh Edition. 512 pp., 227 illustrations and diagrams by the Author and Noel Rooke. 8 pages of Examples in Red and Black. 24 pages of Collotype Reproductions. \$3.50.

Extract from "The Athenaeum"

"... This book belongs to that extremely rare class in which every line bears the impress of complete mastery of the subject. We congratulate Mr. Johnson on having reproduced a work at once original and complete."

Stencil Craft. By Henry Cadness. Color Decoration by Means of Stenciling. With 120 illus. \$3.50.

A craft of much artistic and industrial importance is dealt with in such a way as to make it of interest from an educational point of view, and to be a help in the training of hand and eye for the production and application of decorative work by the pupils.

Cabinet-Making, The Art and Craft Of. By D. Denning. 219 illus. 320 pp. \$2.50.

A practical handbook to the Construction of Cabinet Furniture, the Use of Tools, Formation of Joints, Hints on Designing and Setting Out Work, Veneering, etc.

Leather Work: Stamped, Moulded, Cut, Cuir-Bouilli, Sewn, etc. By Charles G. Leland. Third Edition. 96 pp., with numerous illustrations. \$2.00.

Dress Design. An Account of Costume for Artists and Dressmakers. By Talbot Hughes. 362 pp. \$4.00.

A Handbook on Historic Costume from early times, containing over 600 Figures, 35 Collotype Reproductions of 100 specimens of Genuine Dresses, besides 80 Sealed Patterns taken from Antique Apparel, together with over 400 Illustrations of Head-dresses and Footwear.

Hand-Loom Weaving. By Luther Hooper. 368 pp., 125 Drawings by the Author and Noel Rooke. Colored and Collotype Reproductions. \$3.50.

Every phase and process in weaving is described with so clear and careful an exactitude that, helped as the text is by the Author's sketches and diagrams, the reader should have no difficulty in conquering with its aid the rudiments of the craft.

Wood Carving. By Charles G. Leland, M.A. 162 pp., with numerous illustrations. Fifth Edition. Revised. \$2.00.

Bookbinding and the Care of Books. By Douglas Cockerell. With drawings by Noel Rooke. Fourth Edition. 352 pp., with 122 drawings. \$3.50.

ISAAC PITMAN & SONS, 2 West Forty-fifth Street, NEW YORK

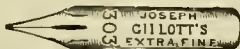


Gillott's Pens

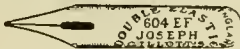
The Most Perfect of Pens



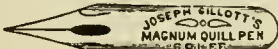
PRINCIPALITY PEN, No. 1



VICTORIA PEN, No. 303



DOUBLE ELASTIC PEN, No. 604 E. F.



MAGNUM QUILL PEN, No. 601 E. F.

GILLOTT'S PENS have for seventy-five years stood the most exacting tests at the hands of Professional and Business Penmen. Extensively imitated but never equalled, GILLOTT'S PENS still stand in the front rank, as regards Temper, Elasticity and Durability.

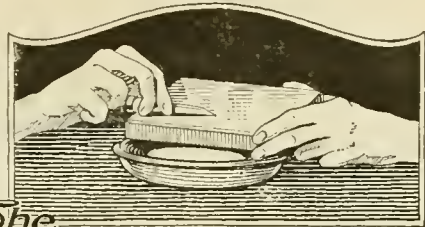
SOLD BY ALL DEALERS

Joseph Gillott & Sons

ALFRED FIELD & CO., Inc., Sole Agents

93 Chambers St.

NEW YORK



The
Terry
Engraving Co.

Engravers
Designers
Illustrators

Special attention given to
reproduction of Script and
Penmanship Copies

Columbus,

Ohio

PENMANSHIP SUPPLIES

Prices subject to change without notice. Cash should accompany all orders.

All goods go postpaid except those listed to go by express, you to pay express charges. Of course, when cheaper, goods listed to go by express will be sent by parcel post, if you pay charges.

PENS

Zanerian Fine Writer Pen No. 1.		
1 gr.....\$1.75	1/4 gr.....\$.50	1 doz.....\$.20
Zanerian Ideal Pen No. 2, Zanerian Medial Pen No. 3,		
Zanerian Standard Pen No. 4, Zanerian Falcon Pen No. 5,		
Zanerian Business Pen No. 6.		
1 gr.....\$1.25	1/4 gr.....\$.40	1 doz.....\$.15

Special prices in quantities. We also handle Gillott's, Hunt's, Spencerian and Esterbrook's pens. Write for prices.

Broad Pointed Lettering Pens.

1 Complete set (12 pens).....	\$0.35
1/2 doz. single pointed pens, 1, 1 1/2, 2, 2 1/2, 3, 3 1/2	.20
(The pens most used by letters and engrossers)	
1/2 doz. single pointed pens.....	.15
1/2 doz. double pointed pens.....	.35
1 doz. single pointed, any No.....	.25
1 doz. double pointed, any No.....	.60

PEN HOLDERS

Zanerian Fine Art Oblique Holder, Rosewood:		
11 1/2 inches.....\$1.25	8 inches.....	\$1.00
Zanerian Oblique Holder, Rosewood:		
11 1/2 inches.....\$.85	8 inches.....	.75
Zanerian Expert Oblique Holder, 7 1/4 inches:		
1 only.....\$.20	1 doz.....\$1.25	1/2 gr.....\$6.50
1/2 doz......75	1/4 gr.....3.50	1 gr.....12.00
Excelsior Oblique Holder, 6 inches:		
1 only.....\$.15	1 doz.....\$1.20	1/2 gr.....\$5.50
1/2 doz......70	1/4 gr.....3.00	1 gr.....10.00
Zaner Method Straight Holder, 7 1/2 inches:		
1 only.....\$.15	1 doz.....\$.90	1/2 gr.....\$4.00
1/2 doz......50	1/4 gr.....2.50	1 gr.....7.50

1 Triangular Straight Holder, 7 1/4 inches.....	\$0.20
1 Triangular Oblique Holder, 6 inches.....	.20
1 Central Holder, hard rubber, 5 3/4 inches.....	.25
1 Correct Holder, hard rubber, 6 3/4 inches.....	.25
1 Hard Rubber Inkstand.....	.55
1 Good Grip Penpuller.....	.10
1 Inkholder for Lettering.....	.10
1 All-Steel Ink Eraser.....	.60

Z. M. No. 9 PAPER

100 sheets, postpaid.....	\$0.50
1 package, 500 sheets.....	.85

(Not prepaid. Weight 6 lbs. Ask your postmaster what parcel post charges will be. Special prices on 50 packages or more.)

INKS

Zanerian India Ink:		
1 bottle.....40c	1 doz. bottles express.....	\$4.00
1 bottle Zanerian Gold Ink.....		.25
1 bottle Zanerian School Ink.....		.20

CARDS

White, black and six different colors:		
100 postpaid, 30c; 500 express (shipping weight 2 lbs.),		
\$1.00; 1000 express (shipping weight 4 lbs.), \$2.00.		
Flourished Design Cards:		
With space for name. Two different sets of 12 each. Every		
one different.		
2 sets, 24 cards.....\$.20	6 sets, 72 cards.....\$.40	
3 sets, 36 cards......25	12 sets, 144 cards......70	

Write for new Penmanship Supply Catalog

ZANER & BLOSER CO., Penmanship Specialists, Columbus, Ohio



BUDGET OF TRANSACTIONS FOR LABORATORY UNIT ONE

—OF—

Accountancy and Business Management

By

H. M. ROWE, PH. D.

—AND—

H. M. ROWE, JR.

A Few Outstanding Features

Clerical routine has been reduced to the minimum.

References to the text are relatively few and are always to principles directly involved in the transactions.

Just enough business papers and vouchers are used to make the work realistic.

Each transaction is developed in the following manner:

- 1 The transaction is stated in **concise narrative form**.
- 2 An **analysis** guides the student in the proper interpretation of the elements involved.
- 3 A paragraph on **office practice** explains the office work required.
- 4 The instruction on **bookkeeping** points out the accounting principles and procedures involved in the transaction and develops the proper method of recording it.
- 5 Every transaction is vitalized by a narrative discussion of the underlying principles of **business management and control**. The student is thus given an insight into the motives, causes, and effects of the transaction under consideration. **NO MORE EFFICIENT DEVICE FOR BROADENING THE SCOPE OF BOOKKEEPING INSTRUCTION CAN BE DEvised.**

List Prices—Subject to Regular Discounts Accountancy and Business Management

Text, Part One, price list No. 2.....	\$1.08	Blank Books, price list No. 6.....	.50
Laboratory Unit One, price list No. 5.....	.40	Outgoing Papers, price list No. 7.....	.24
Filing Envelopes, price list No. 8.....	.08		

The H. M. Rowe Co.

CHICAGO

BALTIMORE

SAN FRANCISCO

THE BUSINESS EDUCATOR

VOL. XXVIII

PROFESSIONAL EDITION, \$1.50 A YEAR

No. 7

March, 1923

PENMANSHIP
BUSINESS

ENGROSSING
EDUCATION

Don't Merely
WISH and WAIT

Help
and
Hustle

-E. I. BROWN, 1923-

ZANER-BLOSER COMPANY
COLUMBUS, OHIO.

Entered at Post Office, Columbus, Ohio, as second class matter

"The Best Teaching Machine in the World"

These are the words of a prominent commercial educator concerning the

REMINGTON TYPEWRITER

The superiority of the Remington for school use is summed up in one word—*completeness*.

The Remington has every up-to-the minute feature common to all typewriters. In addition, it has many advantages peculiar to itself, among them the "natural touch," which makes the act of typing astonishingly swift and

easy, and the Self-Starting carriage, which saves nearly a minute per letter in typing time.

A completely efficient machine is always a potent help in developing the highest efficiency of the student. Well trained Remington operators are *completely* trained—for any typing position the business world offers.



The present day Remington correspondence models are:

Improved No. 10—
The standard correspondence machine.

New Quiet No. 12—
with all the latest No. 10 improvements, plus the feature of quiet operation.



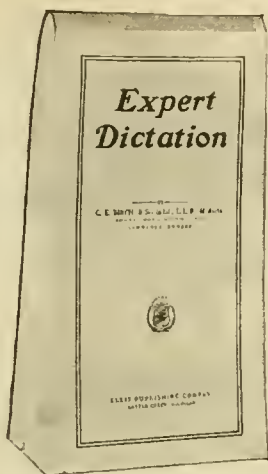
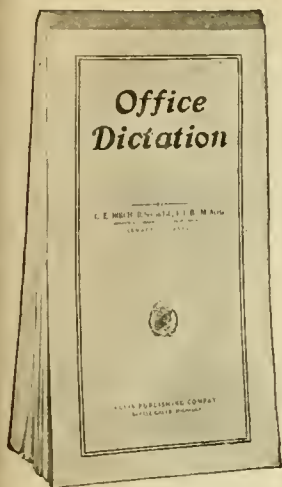
REMINGTON TYPEWRITER COMPANY

374 BROADWAY, NEW YORK

Branches Everywhere



RECENT BOOKS



BY C. E. BIRCH

These texts are to be placed in the hands of each student.

Send 75c for sample copy of either or \$1.50 for both.

ELLIS PUBLISHING COMPANY
BATTLE CREEK, MICHIGAN

The Reference Book of Accounts

By ROBERT J. McINTOSH, Certified Public Accountant

Third Edition—Revised—299 Large Pages—Bound in Law Buckram—\$3.75

An Authoritative Guide

to accounting and systematizing for accountants, auditors, instructors, school and college libraries, students of accounting, executives, merchants—for all who are interested in accounting and the analysis and preparation of financial statements.

The Reference Book of Accounts is not a long course of tedious reading, but a digest of up-to-date accounting practice arranged in such handy form that many accountants, instructors, etc., keep it on their desks for ready reference in solving various problems as they arise.

"I particularly recommend to bookkeeping and accounting teachers, that they read and study this book, and that they in turn recommend it to their students, as it will give to anyone in the shortest possible time, a thorough knowledge of accounting as practiced by the largest and most successful companies, that otherwise would require years of experience and study of accounting theory."—H. E. VanCleaf, C. P. A.

SPECIAL OFFER. A copy of Reference Book of Accounts will be sent prepaid on 5 days' approval. A discount is allowed to schools.

METROPOLITAN TEXT BOOK COMPANY

Metropolitan System of Bookkeeping

New Edition, 1922

By
W. A. Sheaffer

You Will Like It. The text emphasizes the thought side of the subject. It stimulates and encourages the reasoning power of the pupil. Pupils acquire a knowledge of the subject as well as facility in the making of entries. It is a thoroughly seasoned, therefore accurate, text supported by complete Teachers' Reference Books, and Teachers' Manual.

Parts I and II text is an elementary course suitable for any school in which the subject is taught. Two semesters are required in High Schools and a correspondingly shorter time in more intensified courses.

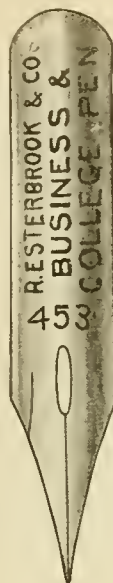
Parts 'II and IV text is suitable for an advanced course following any modern elementary text. We make the statement without hesitation, that this is the most teachable, most up-to-date, and strongest text published for advanced bookkeeping and elementary accounting use.

Corporation-Mfg.-Voucher unit is bound in heavy paper covers and contains all of Part IV. It is a complete course in Corporation accounting including instructions, set of transactions, exercises, problems, etc. It is without doubt the best text for this part of your accounting course. List prices, Text, 120 pages, 40 cents. Supplies, including Blank Books and Papers, 95 cents.

EXAMINATION COPIES will be submitted upon request.

Texts for Commercial Subjects
37 SOUTH WABASH AVENUE

CHICAGO



Be Kind!

Be kind to the cramped and wobbly hand of young John Hancock! Let him enjoy the opportunity for good writing furnished by a fresh Esterbrook.

Business and College Pen No. 453

A popular pen in public schools and commercial colleges, particularly in the higher grades. Has a fine elastic action.

Esterbrook Pen Mfg. Co.

CAMDEN, N. J.

Canadian Agents, The Brown Bros., Ltd., Toronto



Superior Teacher Training

The Gregg Normal Course appeals to progressive teachers, as it furnishes the instruction and information needed to insure positive results.

Gregg training is intensive, practical, different, resultful; it omits the frills of education and concerns itself with the correct solution of the everyday problems that confront the teacher of commercial subjects. That's why teachers of from two to fifteen years' successful experience profit from this training and enthusiastically recommend it to their colleagues. Naturally, the one about to enter the commercial teaching profession will find this training well nigh indispensable.

The 1923 Session will begin July 2 and close August 10. Write for free bulletin to-day.

GREGG SCHOOL

6 North Michigan Ave.

Chicago, Ill.

183%

Increase in the Teaching of Salesmanship

According to Government Report

We had more adoptions in January
than any other month in
our history.

Write us for FREE manual
of instructions for teachers

THE KNOX BUSINESS BOOK CO.

Euclid-Seventy First Bldg.

CLEVELAND, OHIO

Books for the Commercial Teacher

Ten Lessons in Bookkeeping

A brand new set for beginners, consisting of Bookkeeping, Banking and Business Practice. Just the thing for use in Shorthand Department.

Bliss Bookkeeping and Accounting

Consists of six sets, thoroughly covering Sole Proprietorships, Partnerships and Corporations. Complete new text.

Corporation Accounting

An advanced course requiring from six to eight weeks, completely covering the organization, the Bookkeeping and the Accounting of Corporations. Fifty illustrations.

National Dictation

With Pitman, Graham and Gregg notes.

Scientific Touch Typewriting

Every Typewriter teacher should examine this book. Hundreds of enthusiastic users.

Simplis Shorthand

Something quite different in a light line system of Shorthand.

Complete catalog explaining these texts mailed upon request. Examination copies sent to reliable schools.

THE F. H. BLISS PUBLISHING COMPANY

SAGINAW, MICHIGAN

The Story Method of Teaching Writing

The Arnold-MacLean book—PENMANSHIP STORIES AND BUSY WORK—is the first book of its kind ever published. It contains:

1. Stories to develop the oval exercise.
2. Stories to develop the proper holding of the pen or pencil.
3. Stories relating to the position of the last two fingers.
4. Stories to aid in capital letter formation.

All other vital principles of writing are covered in seven more different kinds of stories. AN ILLUSTRATED BOOK OF FIFTY STORIES. Part II deals with educational busy work.

Price 50c

Send five dimes, or stamps. Money returned if it does not please you.

FRANK H. ARNOLD

Administration Building

Spokane, Washington



Recent Publications Of The Gregg Publishing Company

PROBLEMS IN OFFICE PRACTICE AND BUSINESS STYLE. By Harold Strumpf, Morris High School, New York City.

List Price, \$1.20

A drill book of questions and answers covering the entire subject of general office practice and business procedure.

RATIONAL ARITHMETIC (Canadian Edition). By George P. Lord. Revised by George Ludlow White, formerly of the Fredericton Business College, Fredericton, N. B., Canada.

List Price, \$1.00

Designed for use in private commercial schools. Part I contains practice exercises. Part II, illustrated solutions. The explanations are concise; the methods, those of business. Lends itself to the topical method of teaching.

MANUAL TO JUNIOR TYPEWRITING. By Elizabeth Starbuck Adams.....List Price, \$0.25

THE STENOGRAPHIC EXPERT. By Willard B. Bottome, World's Champion Shorthand Writer for 1909. Revised for Gregg writers by John Robert Gregg.....List Price, \$2.00

Sets forth in a most practical manner every step to take in acquiring shorthand reporting speed. Also outlines clearly the duties of the court stenographer.

A METHOD OF MAKING SHORTHAND DICTATION DRILLS INTERESTING. By John Robert Gregg.....Net Price, \$0.20

Another title recently added to the list of Gregg Educational Monographs. 14 pages, art paper cover.

CONSTRUCTIVE COLLECTING. By R. J. Cassell, Credit Manager, Grinnell Brothers Company, Detroit, MichiganList Price, \$5.00

This book is written out of the unusually broad experience of the author, during which time he has been responsible for the collection of millions of dollars. Constructive Collecting gives you definite information. It shows you the best way to accomplish the thing you desire. It is a case book in collections because it takes concrete problems and gives definite plans and material for the proper handling of these cases. After you have used this book for a time you will find yourself referring to it constantly, with an increasing appreciation of its worth.

BUYING FOR THE LONG PULL. By John R. SpearsList Price, \$2.00

Profit and safety are the essential elements in every desirable investment. So many investors, however, emphasize profit rather than safety. This is doubtless due to the fact that the thing uppermost in the investor's mind is the profit he will get. In this book the author shows, in a practical way, how you may eliminate the various hazards of investment so that, over a period of time, you can have reasonable Safety and Profit for every investment you make. A book to be read and re-read.

THE INDIVIDUAL PROMOTION METHOD FOR TEACHING GREGG SHORTHAND.

By Chalmers L. Brewbaker, Baltimore, Maryland. Formerly published by the author.

List Price, \$2.00

THE MEASUREMENT OF ACHIEVEMENT IN SHORTHAND. By Elmer Rhodes Hoke, Ph.D. Published by The Johns Hopkins University PressNet Price, \$1.50

A limited number of copies for sale by the Gregg Publishing Company.

SECRETARIAL STUDIES. By Rupert P. Sorrelle and John Robert Gregg..List Price, \$1.40

Takes the elementary materials of shorthand, typewriting, English and the collateral technical subjects and welds them into a smooth working equipment. The equivalent of years of stenographic experience. Adapted to both private and public school courses.

SECRETARIAL STUDIES LABORATORY MATERIALSList Price, \$0.60

SECRETARIAL DICTATION...List Price, \$0.80

Contains letters and articles to be used in working out the dictation assignments in Secretarial Studies.

TEACHERS' MANUAL TO SECRETARIAL STUDIESNet Price, \$0.25

Five Days' Approval Offer

Buying for the Long Pull, Constructive Collecting, The Stenographic Expert, and The Measurement of Achievement in Shorthand, can only be sent upon receipt of the list price. Books that are not found suitable, however, may be returned after five days and money will be promptly refunded. All books coming under the heading of textbooks will be sent in accordance with our usual terms.

THE GREGG PUBLISHING COMPANY

NEW YORK

CHICAGO

BOSTON

SAN FRANCISCO

LONDON

A NEW WORLD'S RECORD!

350 WORDS A MINUTE IN ISAAC PITMAN SHORTHAND



NATHAN BEHRIN
Champion Shorthand Writer
of the World,
1911, 1912, 1913, 1914 and 1922

At the New York State Shorthand Championship Contests, which were open to all shorthand writers and were held on Dec. 29, 1922, Nathan Behrin, Official Reporter of the New York Supreme Court, and a writer of Isaac Pitman Shorthand, established a World's Record, writing 350 words a minute for two minutes with but two minor errors. Mr. Behrin was also first in the five-minute tests at 250 and 300 words a minute with an accuracy average of 99.64%.

The complete report follows:

STATE CHAMPIONSHIP

250 and 300 words, five minutes

Nathan Behrin	Pitman	99.64%	accurate
John F. Daly	Pitman	98.44%	accurate
Jerome Victory	Pitman	98.21%	accurate
Solomon Powsner	Pitman	98.11%	accurate
Raymond F. Martin	Pitman	97.42%	accurate
Neale Ransom	Pitman	96.8 %	accurate
W. A. J. Warnement	Pitman	96.76%	accurate

325 Sprint, two minutes

Behrin	Pitman	3 errors
Daly	Pitman	3 errors
Martin	Pitman	3 errors
Ransom	Pitman	7 errors
Victory	Pitman	7 errors
Powsner	Pitman	23 errors

350 Sprint, two minutes

Behrin	Pitman	2 errors
Ransom	Pitman	8 errors
Victory	Pitman	11 errors
Daly	Pitman	14 errors

Commenting upon Mr. Behrin's remarkable performance, Arthur Brisbane wrote for his column "Today" in the New York Sunday American of December 31, 1922:

"Bow politely to Nathan Behrin, court stenographer. He has broken the World's record, which was his own, by writing in shorthand 350 words in one minute, with only two errors. Think what that means in co-ordination. The ear hears the words poured out at top speed and carries them to the brain. The brain sends the order through the nerves to the muscles of the fingers, and the speech is written, more than five words to the second."

Mr. Behrin's achievement is another victory for Isaac Pitman shorthand, the system which is based on scientifically correct principles. Pitman shorthand is used by all Congressional reporters and by more than 90% of all court reporters, and is taught in 93% of the schools teaching shorthand in New York City.

Send for a copy of "Pitman's Shorthand in One Hour" and particulars of a Free Correspondence Course for Teachers

ISAAC PITMAN & SONS, 2 West Forty-fifth Street NEW YORK

THE Business Educator COLUMBUS, O.

VOLUME XXVIII

COLUMBUS, OHIO, MARCH, 1923

NUMBER VII

HEROES' DAY

1926 will be the 150th anniversary of the signing of the Declaration of Independence. Plans are already being made, we understand, to hold a great exposition in Philadelphia to celebrate this event. The suggestion comes from S. S. McClure, the well known publisher, that each community celebrate this anniversary by honoring its own men and women, both the pioneers, and the men and women of today who have contributed to the advancement of the race.

This is a suggestion that may well be considered by the leaders in each community. It is not too soon to begin to plan for such a celebration in your own neighborhood. Perhaps the various Associations of commercial teachers will want to make their meetings for that year tributes to the leaders in our great profession.

E. C. T. A. PROVIDENCE MEETING

President F. B. Moore of the E. C. T. A. reports that the program for the Providence Meeting is nearly completed. Just look over the features already arranged for as given below, and you will see that a feast of good things is assured.

F. G. Nichols, of Harvard University, will be the Chairman of the Round Table on Higher Accountancy, Law, Economics, etc.

Major W. F. Lent will be the Chairman of the Round Table for the U. S. Veteran's Bureau.

Jay W. Miller of Goldey College, Wilmington, Del., will be Chairman of the Round Table on Commercial Subjects.

Dr. Edward H. Eldridge of Simmons College, Boston, will be Chairman of the Round Table on Secretarial Subjects.

W. H. Patten, Central High School, Philadelphia, will be Chairman of the

Penmanship Round Table. Mr. Patten is an enthusiastic teacher of penmanship, an old timer who has known most of the fine penmen of the last 50 years, and he has a scrap book that will be worth going to Providence to see.

The following speakers have already consented to appear: Dr. Wm. N. Davidson, Supt. of Schools, Pittsburgh. Dr. Richard C. Allen, Director of Research and Guidance of the Providence Schools, Providence, R. I. Dr. Walter E. Ranger, Commissioner of Education of Rhode Island. John E. Millea, Instructor of Factory Accounting, Babson's Institute, Boston. Dr. Lyman E. Powell of the Cosmopolitan Magazine, New York City. Gov. Wm. S. Flynn, of Rhode Island, and John Luman, Pierce School, Philadelphia.

The toastmaster at the banquet will be Calvin O. Althouse of Philadelphia. This in itself offers an enjoyable time, but when you know that the principal speaker will be Strickland Gillilan, you will realize that this is a meeting you cannot afford to miss.

PENMANSHIP CONTEST

The response to the first contest this year was so encouraging that we are announcing another one.

Contest No. One, for originality and skill displayed in movement designs. That is, designs made of oval exercises, straight line exercises, etc. Open to all students in business colleges and high schools. To win this contest you must make something unique in the way of design and then fill it in with an exercise carefully made.

First prize, a two-year subscription to the BUSINESS EDUCATOR.

Second prize, a one-year subscription to the BUSINESS EDUCATOR.

Three other prizes of one-half dozen cards written by E. A. Lupfer of the Zanerian.

Contest No. Two, for the best work

submitted by a student in a business college or high school on the lessons in Business Writing in the BUSINESS EDUCATOR for March. Present the work in the same form in which it is presented here and do your best on it.

First prize, a two-year subscription to the BUSINESS EDUCATOR.

Second prize, a one-year subscription to the BUSINESS EDUCATOR.

Five other prizes of one-half dozen cards each written by Mr. Lupfer or Mr. Griffith.

Contest papers must be in our hands by April 20. Winners will be announced in the June number.

This month the Student's Edition contains two articles which were crowded out of the Professional Edition. These are "Beacon Lights of Penmanship," page 16, and "Mastering the Fundamentals of Arithmetic," page 21. Many students will be interested in reading them, and noting what splendid articles are appearing in that edition.

"Mastering the Fundamentals" is an epoch-making series. Try the problems given, and find if you are Fast, Average, or Slow, in multiplication. The preceding articles on Addition and Subtraction in January and February (Professional Edition) are just as good.

Teachers, are you using these in your classes?

H. C. Walker, St. Louis, Mo., President of the National Penmanship Teachers Association, asks me to say that the Advisory Board has decided not to hold the meeting previously announced for this coming April, in Detroit.

The next general meeting of the Association will be held at St. Louis, Mo., April 23, 24 and 25, 1924. Plan to attend.

Elmer G. Miller, Sec'y-Treas.
728 Fulton Bldg.,
Pittsburgh, Pa.

The BUSINESS EDUCATOR

ARTHUR G. SKEELES - - - - - Editor
HORACE G. HEALEY - - - - - Contributing Editor
E. W. BLOSER - - - - - Business Manager

Published monthly (except July and August)
By THE ZANER-BLOSER CO.,
612 N. Park St., Columbus, O.

Copyright 1923, by The Zaner-Bloser Co.

SUBSCRIPTION RATES

Students' Edition\$1.00 a year
Professional Edition\$1.50 a year
(To Canada, 10c more; foreign, 20c more, to pay extra postage.)

The Professional Edition contains 8 pages more than the Students' Edition, these being devoted to articles of special interest to Commercial and Penmanship Teachers. All the specimens of penmanship, and all the advertisements are in both editions.

Change of address should be requested promptly in advance, if possible, giving the old as well as the new address.

Advertising rates furnished upon request.

The Business Educator is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.



EVERYDAY PENMANSHIP

By JOHN S. GRIFFITH

302 W. 61st Street, Chicago

Penman, Englewood Business College

SEND SPECIMENS of your work to Mr. Griffith for criticism. Enclose 25c—worth more.
TEACHERS sending specimens from ten or more students should remit 10c for each specimen.

MARCH

Experience has taught me that there is no royal road or short cut to the acquisition of a good style of penmanship, and I believe that there is no one way for all to follow so that they can master penmanship, yet I must admit that there are many established methods or suggestions which, if properly followed, will aid a large number to improve their writing.

Willingness to work, study and practice will of course aid one materially, and in addition one must not be satisfied with the results of his efforts. Bear in mind that anything of value is not acquired by the mere wishing for it. Too many wish that they possessed a handwriting as good as some other person, and sorry to say that is just about the extent of their efforts.

Consider for example the records and

achievements of the great artists, musicians, financiers, inventors and athletes, if you would succeed; nothing short of perhaps year of study and diligent effort helped them to produce masterpieces and to achieve success. Now if that be true in their cases why then is it not true in reference to penmanship.

The ability to work diligents and untiringly is the nearest royal road or short cut that I have any faith in when it comes to improving your penmanship.

CHICAGO SENDS SPLENDID ENTRIES FOR CONTESTS

After the report of the contests which was published in the February issue had been written, the editor received a number of specimens from pupils of John S. Griffith, Englewood

Business College, Chicago. These specimens were remarkably good for students' work. They came too late to be considered in the contest, but they were too good to pass by without some recognition. We have, therefore, awarded a year's subscription to the BUSINESS EDUCATOR to each of the following students: Mae Kinsey, Lena Bulthouse, Anna Hirsch, Wilhelmina Kruger, Joan Meeh, Julia Mihelits, Violet Skoglund, Helen Thompson, Bernice Zingelman.

All of these students did unusually fine work, but Mae Kinsey presented work that would be unusually good for a teacher of penmanship. Miss Kinsey, while still a student in Englewood Business College, has been assisting Mr. Griffith in his penmanship classes, and has caught his manner of writing in an unusual degree. Editor.

A A A A A S S S S A A A A A A
Times Armour America Arms
C. Ames A. Ambrose A. L. Mann
A youth can easily succeed. A A

Lesson 1. Have a definite idea of what you are going to attempt to write, study as much as you practice.

B B B B B B B B B B B B
Begin Brandt Boston Barr B
B. F. Brantigan S. E. Bartow B B
Become a good writer and succeed.

Lesson 2. Follow the instruction given in the sentence.

C C C C C C C C C C C C
Command Courtney Calumet Care C
C. B. Connors E. C. Wilkins C. K. Ross C
Courtneys are well known penmen.



⁴ D D D D D D D D D D D D D D D D
 Denver Dawson Detroit Drew
 D. E. Farley J. D. Hall D. F. Arnoldson
 Do your very best on each drill. D

⁵ E E E E E E E E E E E E E E E E
 Endeavor Enlighten Encourage E
 E. W. Blaser E. K. Watson H. E. Manly E.
 Envy not the progress of your neighbor.

⁶ F F F F F F F F F F F F F F F F
 Famous Fable Fairmont Fault
 F. E. Tremaine J. F. Rawlins W. J. Francis
 Fame comes to those willing to earn it.

Lesson 3. Gain freedom. (4) Watch your spacing, slant and line quality, (5) Endeavor, enlighten and encourage, good words to think about. (6) Place the overthrow gracefully.

⁷ G G G G G G G G G G G G G G G G
 Games Georgia Gardner Galveston.
 E. E. Gwin L. D. Garman S. G. Horne
 Gain a style that is serviceable. G

Lesson 7. Strive to control your movement, have no waste effort.

⁸ H H H H H H H H H H H H H H H H
 Hammond Halifax Harrisburg H
 H. F. Kessinger H. A. Hillger H. F. V
 Have a definite concept of each letter.

Lesson 8. Avoid long upper and lower loops.

I I I I I I I I I I I I
 Idaho Illinois Indianapolis Idaho
 J. K. Traynor L. V. Iverson M. I. Guse
 I do my best each time I practice.

Lesson 9. Begin the I from below the line and then swing upward.

"J J J J J J J J J J J J
 James Janulis January James Jr.
 J. K. Lowe J. J. Harman J. W. Barnes
 Join your letters freely and smoothly. J

Lesson 10. A difficult letter; master it.

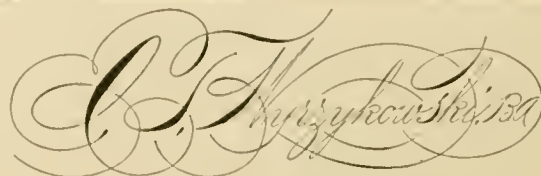
"K K K K K K K K K K K K
 Knoxville Knowledge Klondike
 M. L. Kasten K. S. Proctor C. F. King
 Keep the pen in the proper position.

Lesson 11. The sentence affords a good drill on the p.

"L L L L L L L L L L L L
 Louis Lansing Lewis Leland L L
 A. W. Landier G. E. Lawson E. Landis
 Letters should be written plainly.

Lesson 12. Remember the downstroke of the L is a compound curve.
HAVE YOU WON A CERTIFICATE?

O. G. Martz, Supervisor of Penmanship in the Norwood, Ohio, Public Schools, has been training certificate winners for the last seven years. Since the first of January we have sent him forty-three Grammar Grade Certificates and one hundred and seven High School Certificates for his pupils. Such a record indicates splendid instruction in the Norwood schools.



By H. J. Walter, Winnipeg, Canada



BUSINESS WRITING

Copies by E. A. Lupfer
Instructions by Arthur G. Skeeles



Here we have movement exercises applied to letters.

The first exercise should be retraced six times. See that each oval is the right shape and size and that the ovals exactly meet in the middle. This is a splendid exercise to follow the continuous oval given last month.

Can you make the O-finish to the oval without checking the motion? If you can you should be able to make a good capital O. At the end of this line we have the oval retraced once, then the capital O. The count is the same, "1, 2," for both exercise and letter.

The same idea is worked out in the exercise for capital C and capital A. Notice in the capital A exercise that the letter comes to the left of the retraced oval. These letters should be practiced large first, then the usual size.

The i and e exercises show how to learn accuracy in spacing and in writing without ruled lines, and at the same time save paper. Do not be satisfied until you can make a good-looking page of these exercises.

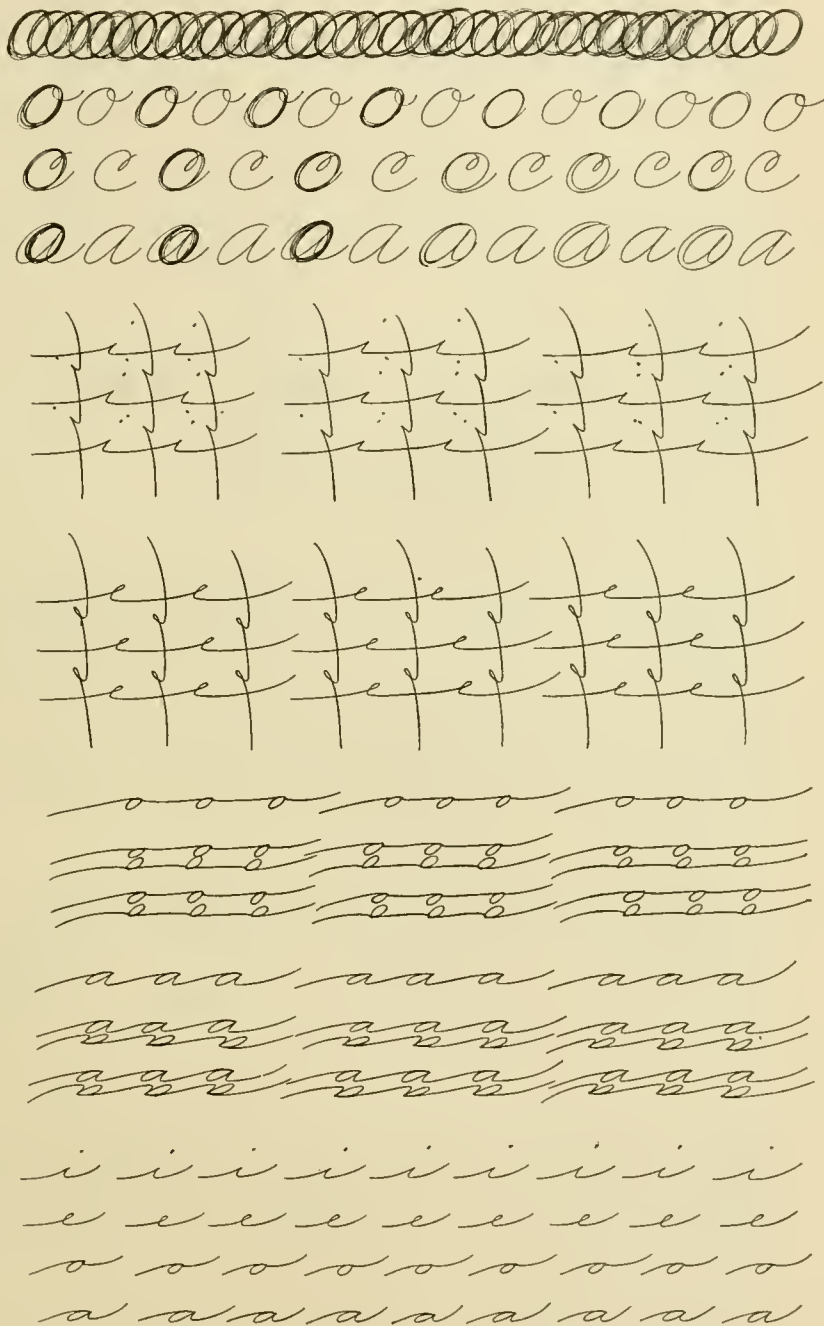
The o and a exercises show another way of saving paper. After writing on each line of a page, turn the page upside down and write on each line again.

This exercise will sort out the careless, unskilled penmen from the careful writers who are bound to reach the top. Some students will be satisfied when the page looks fairly well. Others will watch every detail, such as making the beginning and ending strokes of a of the same curvature.

Follow these exercises with practice on the letters singly. Make at least a page of each letter until you can approximate Mr. Lupfer's beautiful work.

Notice that the difference between i and e is in the slant of the first up stroke. In the e, the stroke is carried farther to the right than in the i.

The same difference is seen between the o and the a. In the a the first stroke is carried farther to the right than in the o. When this stroke is correctly made the last of the letter is easy, but if these first strokes are too short, it is impossible to make the e or the a as they should be made.



Oii Ouu Onn Oee Ooo Oaa
Cii Cuu Cnn Cee Coo Caa
Aii Auu Ann Aee Aoo Aaa

On On On On One One One One
An An An An Am Am Am Am
Co Co Co Co Can Can Can Can
Ora Ora Ora Ora Ora Ora Ora
Cue Cue Cue Cue Cue Cue Cue
Aim Aim Aim Aim Aim Aim Aim

Here we have practice on the capital letters given in this lesson followed by exercises and letters. Practice them faithfully, going from the capital to the following letter as freely as you can. It is necessary to check the motion but do not stop entirely or pause too long.

ADVANCED PRACTICE

By A. P. MEUB,
2051 N. Lake Street, Pasadena, California

Following Plates
will introduce other
capital letters.

E E E E E E E E E E E E E E E E E E E E
E E E E E E E E E E E E E E E E E E E E
Ewing Ewing Ewing Ewing Ewing

F F F F F F F F F F F F F F
Farming Farming Farming Farm

G G G G G G G G G G G G G G
Graumanns Graumanns Graumanns

Humming Humming Humming



ORNAMENTAL WRITING

Copies and Instructions by

RENE GUILLARD, 1212 Elmwood Avenue, Evanston, Ill.

Send Mr. Guillard two pages of your practice work with 25 cents
and he will criticise and return your work

INSTRUCTIONS FOR MARCH

The **U**, **Y** and **V** begin with the same introductory stroke. The **U** ends like the **A**. The movement on the second down stroke should be checked somewhat on nearing the base line. The up stroke of the **V** is slightly curved. In the letter **Z** the shade should be

made slightly higher than in the other letters already presented which begin with this principle.

The up stroke of the **Y** and **Z** should cross at the base line.

Q begins like the previous letters in this lesson, but the shade is carried

farther to the left. See that the point of the little loop on the line extends to the left of the first loop. Measure this with a straight-edge held vertical.

G begins like **S**. The loop at the top is at least one-half the height of the letter and the downward stroke is moving to the right where it crosses the first up stroke. The last curve is parallel to the first up stroke, and this up stroke, by the way, should be very strongly curved in both **G** and **S**. If you make it too straight, the letter is spoiled.

The **L**, **D**, **S** and **K** all have the compound curve represented. Try to master it.



*This is a specimen of
my ornamental penmanship
at present, at the age of -
sixteen.*

Sam Koide

Mr. Koide is a school boy of Los Angeles who won several prizes in our Penmanship contests. This is a good example of his ornamental writing. His business writing is professional in style and accuracy also.

Signatures by Mr. F. B. Courtney

F. B. Courtney

F. B. Courtney

F. B. Courtney

F. B. Courtney

F. B. Courtney

COMMENT BY E. W. BLOSER

Every well-written signature has balance, symmetry and finish. It is easy to make them lopsided. That should be avoided. Probably the finest come near filling space something like an ellipse, although this is not always pos-

sible, and a signature can be very fine if not that shape.

Notice the flourish that finishes each signature. That is Courtneyesque—an individual finishing touch. Master it whether you ever make use of it or not, for remember that every part you master gives you that much more control

to make what you wish to use.

If you wish to master something of your own as effectively as Mr. Courtney uses this finishing flourish, you will make no mistake in making this flourish your own. For after one can make something well other things suggest themselves.



Group picture of Frank H. Arnold and family, Spokane, Washington, minus that of the oldest boy who took the photograph. Supervisors of writing and others who are profiting by Mr. Arnold's articles appearing in the Professional Edition of THE BUSINESS EDUCATOR will be pleased to get a view of his interesting family.

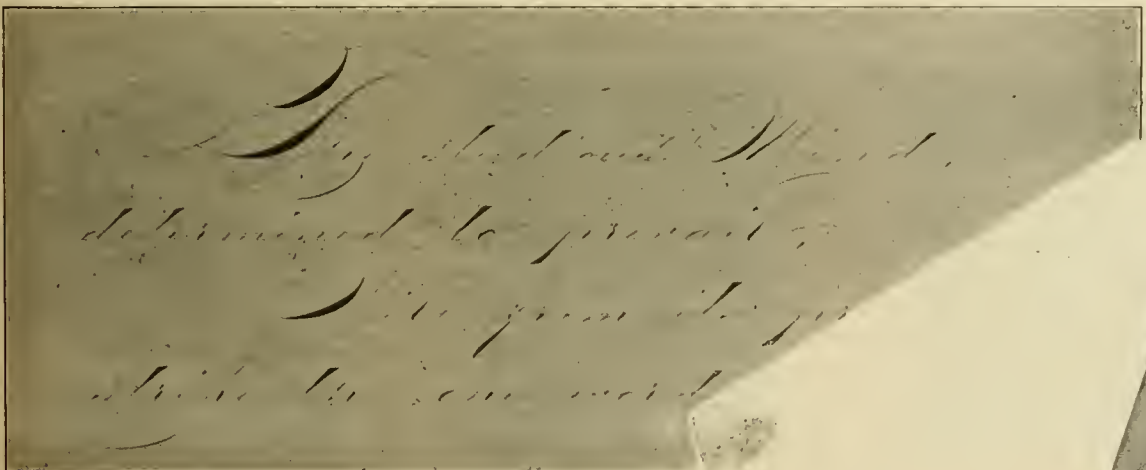
Mr. Arnold is one of the ablest and best known penmanship supervisors in the country, even if he is far off in one corner of it. His energy seems tireless and his enthusiasm in his work seems boundless. His results are proportionate and the schools of Spokane are to be congratulated.

Then pilgrim turn thy cares forego,
All earthborn cares are wrong;
Man wants but little here below,
Nor wants that little long.

Glas! the joys that fortune brings
Are trifling and decay,
And those who prize the paltry things
More trifling still than they.

And what is friendship but a name,
A charm that lulls to sleep;
A shade that follows wealth^{and} fame,
And leaves the wretch to weep?

By James E. Brown, Bryant & Stratton Business College, Buffalo, N. Y. This specimen won First Prize in Contest No. 8, BEST PAGE ORNAMENTAL PENMANSHIP, as announced in the February number. This page was not "pasted," and is one of the finest pages of ornamental penmanship we have seen in recent years. Students of penmanship will recognize this as the "Madarasz Style," and will be interested in comparing it with the specimen below.



Even though for a number of years before he died in 1910 Madarasz executed an im-
ry scarce. We believe that the above small specimen represents some of his most



Beacon Lights of Penmanship

Some Notes on "A Century of Penmanship in America"

By HORACE G. HEALEY, A. M.
120 East 184th St., New York City

A. H. HINMAN

Although business college proprietors and teachers were accustomed to meet in annual conventions beginning in 1863, it was not until August, 1878, that a strictly penmanship gathering was held. Early that year letters began to appear in the professional press urging a conference of penmen. The August meeting, attended by more than one hundred penmen and educators was the result. In the published report of the proceedings, we find this very interesting paragraph:

"A vote of thanks was then unanimously tendered to A. H. Hinman for the very elegant manner in which he had written the names of the members of the convention upon the blackboards, and he was also invited to occupy twenty-five minutes in giving a practical illustration at the blackboard of his method of instructing classes in writing."

Mr. Hinman had come all the way from Detroit, where he was at that time located, to attend the meeting.

Little did the members of that pioneer organization realize that their sentiment, as set forth in the resolution, was destined to be in substance a part of the reports of all subsequent gatherings for the next forty years! As Williams stood for flourishing, Gaskell for promotion, Ames for engrossing, so Hinman typified unexampled professional spirit. He was a one hundred per cent. conventionite. There is no question but that he sacrificed much in a pecuniary, as well as in an artistic, way in order to stimulate professional enthusiasm among the brethren of the craft.

While he taught in many localities, and was connected at various times with some of the leading institutions of the country, we do not think of him as belonging to any one place—for instance, as we do of Flickinger, of Philadelphia, Shaylor of Portland, or Farley of Trenton. We visualize Hinman on the platform, crayon in hand, with an eager-eyed group of penmen intently absorbed in his every gesture. Truly, the entire country was his class room, and the members of the profession his pupils—the profession's publicist.

Next to Packard and Robert C. Spencer, no member of the profession was so at ease delivering a public address. He possessed a polish and refinement of manner and speech which was quite unusual among his fellows. Even the Spencer sons themselves could not surpass him in his advocacy of the merits of Spencerian penmanship. Possessing a penmanship diploma from the author of the system

himself, he felt that he was a duly accredited apostle of that school. Such an example of loyalty, not only to the founder, but to the art itself, was very rare.

As poets came from New England, bankers from New York, statesmen from Virginia, so pioneer penman hailed from Ohio. Mr. Hinman was orthodox even in the location of his birth—Camden, Ohio, the place; August 30, 1843, the date. At the age of eighteen, he entered upon his



A. H. HINMAN

career as a penman by taking a course of lessons at the Spencerian Writing Academy at Oberlin. After completing this course, he went to Chicago to engage as bookkeeper, and to teach penmanship in the night school of the Bryant & Stratton College. In 1864, he removed to St. Louis, and taught for three years at the B. & S. school there. Then he accepted an appointment as special agent for Ivison, Blakeman, Taylor & Co., publishers of the Spencerian System of Penmanship, and spent three years travelling throughout the West, lecturing and teaching. At the conclusion of his contract with the publishing house, he became Supervisor of Penmanship in St. Louis public schools. He was engaged in this work for two years, and then returned East, locating in Philadelphia for a while, and then established a school at Pottsville, Pa. Here he developed such penmen as M. J. Goldsmith, E. M. Huntsinger, J. C. Kane, and others, who were to reflect great credit on their writing master.

It was here, early in 1877, that he issued the first two numbers of the "Penman's Art Journal," which was taken over by Mr. Ames, and its publication continued for forty years in New York City.

After the 1878 convention referred to at the beginning of this article, Mr. Hinman went to Boston to live with Mr. Hibbard for a while, and then in 1880 opened his own school at Worcester. In the New England field he produced many excellent penmen, among them being the Burdett brothers, C. A. and F. H., and F. J. Courtney. He continued his school at Worcester for twenty-five years and then removed to Lynn, Mass.

Of his personal family history little is known. He was twice married, his first wife being a native of East St. Louis. To them was born one child who passed away in infancy. His second wife was a native of Massachusetts.

I have been unable to obtain any information about his Civil War record. He must have seen service in the last year of his life was spent in the Soldiers' Home at Chelsea, Mass., where he passed away September 7, 1916.

It is sad to think that such men as A. H. Hinman, B. F. Willson, Chandler H. Pierce, and A. P. Root, whose final days are seen to be approaching, must look about them in a quiet lonely spot, neglected by family, forgotten by pupils and friends, and there to find peace, comfort, and eternal rest!

ROCHESTER BUSINESS INSTITUTE—1853-1923

Not many business colleges have a history of sixty years of uninterrupted service in preparing young men and young women for business life. The 59th annual catalogue of the Rochester Business Institute has just reached us, and in this we find a brief history of this school which is now rounding out sixty years of service.

From this catalogue we learn that the Rochester School was the forerunner of the Bryant and Stratton chain, and was first known as the Bryant, Stratton and Chapman Business College.

In 1866 L. L. Williams became a partner and principal of the school. In 1875, Mr. F. E. Rogers, a former student of Mr. Williams, joined him in the management, and for fifteen years the school prospered in their hands. The name meanwhile had been changed to Rochester Business University. The Williams and Rogers text books which were very widely used by business schools, and which are still published by the American Book Company were developed in this school and printed by the proprietors.

In 1893 the active management of the school was placed in the hands of Albert S. Osborne, now a handwriting expert in New York City, and

(Continued on page 17; Page 2 Professional Edition)



Teacher's Professional Edition (Supplement)

Pages 17 to 24, Inclusive

NATIONAL HONESTY

"It's none of my business" is what many persons say when they see a workman loafing on the job, a sharper getting the better of someone in a deal, or even a thief getting away with his plunder.

The fact is that you and I and all honest people have to pay our share of what is gotten unjustly, and when we consider that this runs into hundreds of millions of dollars every year you will see that our share is an appreciable amount. If everyone were strictly honest, not only would there be an enormous saving in direct losses, but there would also be a tremendous decrease in the cost of doing business.

To bring the value of honesty home to the American people, the National Surety Company has created a National Honesty Bureau. This bureau has nothing to sell, and is not asking the public for funds. It deserves the support of every honest man and woman, which includes practically all the people in the United States.

Business Colleges can help very much in this work by teaching the value of honesty to the business man. We could name a considerable number of business college men themselves who are unsuccessful because they are not honest. Every community has examples of men who are so eager for money that they don't make much money. The type of honesty which is as careful that others should get what belongs to them as it is that we should get what belongs to us is one of the first requisites for success.

A book of methods and stories, entitled "The Honesty Book," has been prepared and published by the Bureau, and a copy will be freely sent to every teacher who will promise to use it. The address is, The National Honesty Bureau, 115 Broadway, New York.

PRESIDENT PUBLIC SCHOOLS SECTION



L. M. HAZEN, Shaw Technical High School, East Cleveland, Ohio

On this page we print the photographs of the Presidents of the Sections and Chairmen of the Round Tables of the N. C. T. F. for the coming year.

"What the Business College did for Olaf" is the title of an article by M. N. Bunker printed in the January number of *How to Sell*. This story tells how a business college course in salesmanship helped a young mechanic to climb up the ladder to sales manager. A number of other incidents are told in the same article.

This is an example of the good things published each month in *How to Sell*. Any teacher of salesmanship who is not receiving this magazine regularly owes it to himself to read at least one copy.

The Peirce School of Business Administration of Philadelphia sent us an invitation to the graduating exercises

of the Forty-seventh Class, Wednesday, January 24th, 1923, American Academy of Music. The presentation of diplomas was made by John A. Luman, Vice President of Peirce School and addresses were made by Colonel C. R. Forbes, Director of United States Veterans' Bureau and Rev. James Shera Montgomery, Chaplain of the United States House of Representatives.

TWO NEW MAGAZINES

The month of January brought out two new magazines for teachers of commercial subjects.

One is "Commercial Education," published at 44 North Fourth Street, Philadelphia, Pennsylvania. This continues the magazine known for many years as the Stenographer and Phonographic World, published at the same address. The present number is Volume 52, No. 1. The editor beginning with this volume is Walter P. Steinhäuser, A.M., Litt. D., a teacher of commercial subject in Tome School, Port Deposit, Maryland.

The other magazine is *Business Training*, published at 202 Ferris Building, Columbus, Ohio, by John Raridan. The number before us is Volume 1, No. 1, and contains a report of the N. C. T. F. meeting at Chicago.

A GET ACQUAINTED COMMITTEE

Why wouldn't it be a good thing to have a "get-acquainted" committee at every convention? The old timers, of course, do not need any such help. They are so busy greeting old friends that they sometimes forget the new members. These new members sometimes have a somewhat lonesome and forlorn time during their first convention. A committee whose duty it would be to see that these new teachers meet each other as well as the old members could render valuable service to all concerned. The new members soon become old members, and the more efforts we make to get acquainted with them, the more old members there will be at future conventions.

JAY W. MILLER,
Goldey College, Wilmington, Del.

PRESIDENT PRIVATE SCHOOLS SECTION



W. N. WATSON, Lincoln Business College, Lincoln, Nebr.

CHAIRMAN SHORTHAND ROUND TABLE



J. WALTER ROSS, South Hills High School, Pittsburgh, Pa.

CHAIRMAN BUSINESS ROUND TABLE



L. M. WOLD, Cedar Rapids Business College, Cedar Rapids, Iowa



MENTAL MEANDERINGS

By CARL MARSHALL
Weichtpec, California

Midwinter on the Klamath

Praises of the springtime and mid-summer beauties of these Northern California mountains have often been sung, but I have never shivery imaginings,—has had anything to say about the country in winter. The word winter, to most people, conjures up a lot of shivery imaginings,—biting frosts, drifting snow, chilling storms of rain and sleet, bleak banks of fog, and so on. Probably it is these boreal visions that cause most people to keep out of our mountain country during the winter months unless driven here by the urge of business. In sober truth, however, there is mighty little up here in this Klamath country to remind one of winter as it has been figured in song and story and as it is actually known in less favored lands. First, let me justify this statement by the thermometer. My instrument records the lowest and highest readings each day, automatically. I am writing this in mid-January, and the lowest reading since the first of the month is 40 above, or eight degrees warmer than the freezing point. The highest reading was one sunny day about a week ago, when the mercury stood for some hours around 65. The mean temperature for the month thus far is 47.5, not so "mean" a temperature for mid-winter. During this fortnight, it has rained in a rather steady and comfortable way most of the time, but there has not been so much as one snowflake, and no hint of frost even when the nights were clear.

But it is when one goes for a hike over the woody mountain trails, that the kindly character of the Klamath lack Frost becomes really evident. Right now, there are more signs of Ma Nature's annual Spring Opening along this valley than one would ordinarily see in New York or Ohio, during the first week in April. On two balmy afternoons of the past week, I went venturing up the mountain slopes on the sunny side of the river's wide gorge, and saw a lot of things not to be expected in the mid-month of winter in the latitude of central Iowa.

In the first place, it is rather hard to accept the fact of winter in the midst of so much general greenery as there is among these hills. And it is not merely the greenery of the pines, cedars, spruces and other conifers that prevail in all mountain lands. In fact, the effect comes mainly from the summer-like foliage of trees and shrubs such as the pepperwood, madrone, tan oak, manzanita, wild lilac, salal, Oregon grape, and so on, with vivid mosses

and fern clinging to the base of every rock or tree-trunk, and each intervening naked glade carpeted like a well-kept lawn. Amid surroundings like these, how is one to think "winter," even if the days are short, and Orion and the Dog Star are high in the evening sky?

But there are other and special spring signs, even if it is yet January. See how yon group of graceful alders are garbing themselves in airy costumes of delicious golden gray, which nearer inspection proves to be made up of tasseled catkins of real blossoms. And the willows along the river are already gay with their silken aments and yellow stamens—"pussy willows," the kiddies happily call them,—as though they had been invaded by an army of snowy caterpillars powdered with gold dust. And what is that little spray of pearls up in the greenery above the trail? Yes, sure enough, it is a panicle of the urn-shaped blossoms of the manzanita, arriving at least two weeks ahead of schedule. How come? Investigation reveals that this particular treelet has paid the penalty of overgrowth by being unrooted by an autumn storm. Its place on the steep slope is held by only a few scant rootlets, and kindly Nature, as is her wont, is trying to lessen the poor thing's handicap by giving her an early start in the matter of flowers and fruitage, but at that, I am afraid she is done for.

To my mind, there is no charm of our winter woods to compare with that of the manzanitas and their stately cousin, the madrone. In delicacy of foliage and blossom, and in the rich coloring of its wavy stem and branches, the shrub has rather the best of it in comparison with its gayer and taller relative. I think there is no other color in nature quite like that of manzanita bark. In its perfection, it is an almost even blend of chocolate and oxblood. But after thus much is said, all honors go to the madrone. In its range of color-scheme, it is by all odds the most versatile plant I know. Its repertory runs all the way from the deep reds and purples of its lower trunk to the delicate mauves and buffs and olives of its upper branches. Among these, as occasion serves, are the pearly pink of its waxen festoons of blossoms, the shiny brilliant green of its ample evergreen leaves and, in autumn, its flaming garnishment of crimson berries. Well does this patrician tree deserve Bret Harte's fervid tribute, the first verse of which runs,

Captain of the Western wood,
Thou thatapest Robin Hood!
Green above thy scarlet hose,
How thy velvet mantle shows;
Never tree like thee arrayed,
O, thou gallant of the glade!

(Continued on page 22)

HOW THE CITIZENS OF THE COMMUNITY MAY BE DEVELOPED INTO SALESMEN OF THE SCHOOL

By Mrs. Walter Lee Lednum, Durham, N. C., President, Durham Business School

When the time came for me to sell the services of a business school to Durham, I knew that I must follow the methods and genius of the place. Must talk to it in its own language; bring it the arguments it understood; meet it on its own ground. Durham is a place that epitomizes the better business; it is generous, but keen; enthusiastic, but canny; willing to take a chance, but demanding the proper odds; ready to buy, but liking a bargain.

So, when from a beginning eight years ago of one student in more or less casual instruction, I ventured to begin to dream of a real business school, I put my cards on the table and invited a group of the leading business men of business Durham to accept the honor of becoming an advisory board of the institution an inexperienced woman had it in mind to give her home town.

I was out to sell a school to the city, to get the citizens worth while to sell my school to the public and give it a wholesome publicity, and in that ambitious undertaking I had, for the price of exactly nothing at all, the knowledge of men who knew to a "t" what the town wanted and could use from my school, coupled with a shrewd idea of how far and how fast I might go in supplying the product. I am proud to think that if they gave greatly, I have been able to make a fair return to my community; but it seems to me that, in the happy chance, I fell upon precisely the principle by which the greatest and the smallest enterprise, such as ours, must look for its real and lasting success.

Before we get anyone to sell us, we must make it clear that not only have we something to sell, but something to give.

We can do this best by linking with the fundamental instruction in technique and methods a peculiar knowledge of the market we aim to supply, as comprehensive and exact as that the great manufacturer acquires of the taste and capacity of the trade before he offers the first of his products in a new territory. It is a part of all good business, of course, to create a demand; it is the test of a sound business man that he should stimulate the desire of the buyer, but first he must be sure that the prospect has the need of what he has to sell, whether he knows it or not. It is only then that he may go ahead, daring the more he proves his case and wins to confidence.

The good business school naturally looks first to the fitting of its students. If it be honestly conducted, it cannot disregard the duty of inculcating, so far as in it lies, the ground work of morals and business ethics on which all worth-while success has been and al-

(Continued on page 19)



Department of PUBLIC SCHOOL WRITING

Frank H. Arnold, Supervisor of Penmanship, Spokane, Wash.

THE STORY METHOD OF TEACHING WRITING

Teachers of history, geography and literature use the story as a means of interesting children in the vital things they wish to teach. Many useful lessons can be, and ought to be taught by the story method. A suitable story well told makes a deep impression; for the child's mind has been made alert by the story and is consequently highly receptive.

Penmanship has always been considered a rather uninteresting subject by the great majority of our public school teachers. There is very little that is intrinsically interesting in longhand writing. In spite of this fact, the grade teacher must drill her pupils year after year in principles which may not have an attractive appeal. This constant drilling is likely to become very monotonous to both the child and the teacher. Now, if the teacher is a skilled story teller and can find suitable stories to aid her in teaching the vital principles of writing, she can make her writing lesson one of the most interesting lessons of the day.

To relate here a little bit of my own experiences will help me to make clear my thoughts along this line. I beg pardon for relating these experiences, but I find it necessary at this particular time. Do not accuse me, please, of being an egotist.

Let me say at the outset that I spent several years as a public school teacher before I became a supervisor of writing. Fortunately for me, (and for the children I now teach, I hope) I have taught all grades from the primary class to the eighth grade. I taught these children, in the best way I could, reading, writing, language, spelling, and all the rest of the subjects usually taught fifteen years ago. Now, I found early in my teaching experience that the child was intensely interested in any kind of a suitable story. I still to this day remember the bright eyes and eager faces of the children I taught years ago when they knew I had in store for them a geography, or history story. This experience, and knowledge of children caused me to seek at that time every book that I could find that gave me material for stories relating to my work. My own children today are reading many of these little books of stories that I bought fifteen and twenty years ago.

The above paragraph deals with past history. I am now going to talk about my more recent experiences as a supervisor of writing. From the very outset of my work with children and teachers as a writing supervisor I saw the great need of intensely interesting children

in the vital principles of writing. This caused me to begin at once to try to develop stories that would "put over" the essential things that I had to teach. I soon found that if I could introduce my lesson with a story related in some way to the thing I wanted to teach, I had little trouble in arousing the interest of children and holding their attention throughout the entire lesson.

I am sure that if any teacher will give a little earnest thought to developing stories to aid her in the teaching of writing, she will be delighted with the results. In order to make her stories fit practically every principle she must teach in writing, she will need to have about ten different kinds of stories. I shall enumerate the ten kinds below:

1. Stories to develop the oval exercise.
2. Stories to aid in the proper holding of the pen or pencil.
3. Stories relating to the proper position of the last two fingers.
4. Stories relating to the finishing strokes.
5. Stories relating to the alignment of letters.
6. Stories relating to the height of letters.
7. Stories relating to loops in writing.
8. Stories relating to slant in writing.
9. Stories to help in capital formation.
10. Stories to help teach proper position at the desk.

To make my thoughts along this line very definite, I am going to give here two stories that have helped me very much in my work with little people. The stories now follow:

The Chalk that Whispers

Did you know that a piece of chalk can whisper? Well, it can. Isn't that funny? I am going to have my chalk whisper for you. Watch me put a nice, big oval on the board. You must be very still and listen or you won't hear my chalk whisper.

Did you hear it whisper? You know chalk whispers when it makes nice light lines, nice gray lines, I might say. When a piece of chalk talks out loud it makes such heavy lines. I don't want my chalk to talk out loud. I like chalk that just whispers. And I have a secret for you that the chalk told me. Would you like to hear it? All right, I shall tell you. The chalk said that

when it whispered it made "whisper ovals." Now, I wonder how many boys and girls here today can make "whisper ovals." We shall go to the board and see.

The Gum-Chewing Thumb

Sometimes a thumb chews gum. Isn't that strange? I am going to show you how a boy chews gum. He makes his mouth go like this. Do you think a thumb can do good work, if it chews gum? No, I am sure you know that it can't. If Mr. Thumb chews gum, the pencil moves up and down like this, and boys and girls who have pencils that wiggle like that can't do good work in writing. Arm movers never have gum chewing thumbs.

Note: The teacher should imitate with her mouth the gum chewer while she tells this story.

I have here given the mere skeletons of the two stories. The resourceful teacher will use more words in developing these stories than I have used. And let me emphatically say just here that these simple stories, crude though they may be, can be used just as effectively in grades six, seven and eight as they can be used in grades one, two, three, and four.

In the upper grades I introduce my story something like this: "Boys and girls, I should like to have you hear a story that a primary teacher once told her little folks. I am going to try to tell it to you in the words she used, for you will be interested to know just how a primary teacher talks to little boys and girls."

I find by using such an introduction as this, advanced pupils will pay just as much attention to the story as do the little folks. And, teachers, the same vital principles must be taught to all boys and girls.

Editor's Note: The two stories that Mr. Arnold has given in this article are found in Mr. Arnold's new book—*Penmanship Stories and Busy Work*.

(Continued from page 18)

ways will be established. If it have the honest pride in the task well done, it will strive educationally to look to the essentials of straight thinking, of clear expression, of love of accuracy. But in the more particular instruction it will look for the pupil's interest and its own, to his equipment for the tasks, his fashioning to the needs of the life to which he is destined.

It is an intensive study, which after a while finds that it has come to sense in the life of a community's business, industry and commerce the type of young person the community needs in its business. It is exhilarating when, after fashioning pupils to fit a prescribed design, one discovers that the pattern has become more exacting because of the thoroughness with which it was met. The good school that wants to get itself sold by the friends it has made by meeting their needs must, like everything else, be willing to heap the scales, to fulfill the contract—plus!



New Co-Operative Of "THE BUSINESS EDUCATOR"

This Month, Order this Mailing Card for Teachers

Right now, you have a grand opportunity to increase your attendance, from the teachers in the town and country schools in your vicinity. Many of them are tired of teaching and you can easily interest them in your courses to prepare for business, government or commercial teacher positions, if you approach them in the right way.

The mailing card here shown, with its suggestive title, "From the School Room to the Business Office" strikes a responsive chord in the mind of many a teacher who sees it. The copy is based upon an intimate knowledge of the teachers' work, difficulties and ambitions. Our advertising expert knows how teachers think and feel, and he has written this copy in a style that is psychologically correct, to make a course at your school appeal strongly to them at this time.

The complete card measures 5½ by 9½ inches and is printed in a soft olive green on white Bristol board. Following the unique title page reproduced, are two pages of strong copy. Then comes the "Teachers' Inquiry Card". The name and address of your school are printed on the opposite side of this return post card and also below the school's announcement. One page is left blank for addressing to the teachers, and the card mails for 1 cent when folded along scored lines to a size of 5½ by 3 inches and held with a wire clip. You could not put your message before a list of teachers in a more economical form.

We will furnish these cards at the new low price of \$10 per thousand, which includes printing your name and address. Shipped flat, f. o. b. Denver. A card like this formerly sold for \$12 to \$15 a thousand.

Supplied to only one school in your city. Be sure to send copy for your name and address as you want them printed and send check with the order. Order your supply now for use at this seasonable time. As all information is given here, it is not necessary to send for samples.

SPECIAL 10% REBATE. If the sales of this form reach a total of 50,000 mailing cards during this month of March, we will rebate each school ordering, 10% of the amount of the purchase, in cash. This is the most unusual offer we have ever made and is an indication of our intention to be always liberal with our patrons.

THIS IS THE 6-PAGE MAILING CARD at \$10 Per Thousand. IT WILL SAVE YOU TIME AND MONEY

Full Text of Mailing Card with Return Post Card

LOOKING INTO THE FUTURE

With the end of the school year near at hand, you are probably tiring from the strain and hard work of your occupation and perhaps you are considering the possibility of giving up teaching for a more agreeable position.

You can make the change from the school room to a position in a business office quite easily by taking a commercial course that is built on your present education.

A few of the positions in which teachers are unusually successful are: stenographer, secretary, bookkeeper, auditor or accountant, department manager or other executive and commercial teacher in public and private schools.

Office Work is Attractive

Office positions are especially attractive to teachers because they offer a full year of employment with good salaries and excellent prospects for advancement. The office employee is also relieved of the strain of maintaining discipline, which is nerve-racking to so many teachers.

The successful teacher usually succeeds in an office position because the experience of teaching develops initiative and other qualities which are highly appreciated and well paid for in business.

Teachers are usually well grounded in English and Mathematics so that the necessary special training can be acquired easily and quickly.

Commercial Teacher Positions

Commercial subjects such as shorthand, typewriting, bookkeeping, etc., are now taught in many public schools, and there is an increasing demand for teachers of these subjects in both public and private schools. The work of the commercial teacher is usually easier than teaching in the grades because the students are older and more sincere in their studies. Better salaries are also generally paid than for other teaching positions.

Teachers Qualify Quickly

Because of their previous training and experience, teachers are usually able to complete a course more quickly than other students. Many teachers enroll with us each year in the spring or early summer and courses are arranged which avoid going over subjects in which they are already proficient.

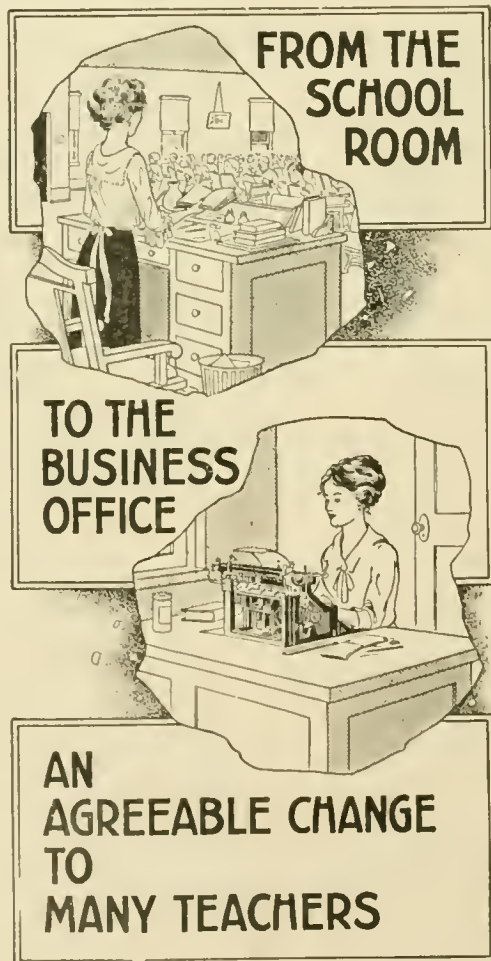
If you enroll soon you may be able to take a new position next fall or winter. Whenever you finish, we will help you secure a position to your liking and if you are even remotely considering a change of occupation, it is to your own best interests that you fill out and mail the attached card to us now. It will bring you all the information that you need to decide such a momentous question wisely.

Name and Address of Your School Printed Here

TEACHERS' INQUIRY CARD

If you will kindly check the subjects that interest you and mail this card to us, we will be glad to send you our catalog and special information requested.

Bookkeeping	Shorthand.....
Penmanship	Typewriting.....
English	Spelling
Course for Office Position.....	
Course for Commercial Teacher Position.....	
I could possibly enroll about.....	
My school closes.....	
Other information desired.....	
Name	
Address	



Full size reproduction of title page

Send all
Orders to

NATIONAL ADVERTISING SERVICE CO.

1424 Lawrence St.
Denver, Colorado



Advertising Service and National Advertising Service Co.

An Innovation in School Advertising

With this issue, The Business Educator announces a new, co-operative advertising service to its readers. It is an arrangement with the National Advertising Service Co., Denver, Colo., to distribute its advertising products to readers of this publication at special favorable rates. This is a direct result of the articles on school advertising that Mr. Harry M. Basford, general manager of this company, has been writing for the Business Educator.

So many school men have written showing their appreciation of his helpful suggestions, that we have together decided to supplement his new advisory articles with a complete service to supply the ammunition for your own advertising campaigns.

This service includes practically everything that you need to carry on an aggressive campaign for your school. Drawings, Photo Retouching, Half Tones, Zinc Etchings, Color Plates, Electrotypes, Advertising Copy, seasonable Syndicate Folders, Mailing Cards, etc., Catalog Compiling and special Printed Advertising.

Business colleges must advertise to keep up their attendance, because graduates do not come back to take another course. Many school men are able advertisers but do not have the time to produce the effective advertising needed. This class will especially appreciate this new and unique service, which is an innovation, nothing just like it having ever been offered by a trade publication before, to our knowledge.

Many of you know the National Advertising Service Co. and have used advertising from this source before. It stands high with its patrons for original ideas and dependable responsibility. You all know the Business Educator and its position in the business college world.

This new service means primarily lower prices on your advertising matter, greater service to the schools and enterprising progress. We outline below some of the departments of work, showing just how we can serve you.

Advertising Copy Department

In this department, we prepare the copy for all kinds of school literature such as form letters, folders, mailing cards, newspaper ads and other forms of printed publicity. Catalogs are also compiled and written.

Mr. Basford has personal charge of this work and he will furnish anything that you need at very reasonable rates. \$5 for a single page form letter is the usual charge. All the work is original, written especially for the exclusive use of the school ordering.

You can depend upon getting strong, convincing copy, written in attractive, logical style—advertising English, it might be called. Send complete information with your order, samples of forms you have been using and your own ideas as to what you want featured.

Pictures Do Attract

The right picture in your ad will tell your story better and quicker than plain, cold type. This is why illustrated ads usually pay best. This organization can now furnish you with the highest class Drawings, Photo Retouching, Half Tones, Zinc Etchings and Electrotypes with special attention to the requirements of business college advertising.

Prices are no higher than you might pay for inferior work, and our experience in business college work insures your getting just the effects that you want. Catalog illustrations are given special attention, and we know you will be pleased with the cuts we can make for you.

"Your Story in Picture Leaves Nothing Untold."

Syndicate Features

We have on hand many original folders and mailing cards, which can be supplied at new, reduced prices. Write for samples of these forms, specifying what class of prospects you want to interest or what points of commercial training you want to feature. As an illustration of the variety of these stock forms that we have on hand, there are four different forms especially designed to interest teachers in commercial instruction.

New Folder for Public School Students

We have now ready an exceptionally strong 6 page folder in two colors, entitled "The Short, Easy Road to a Salaried Position." This is just the kind of advertising most likely to interest the students who will soon be leaving the public schools. This folder can be furnished at only \$10 a thousand and is high class in every respect. Write for a sample and get ready for these prospects.

Newspaper Advertising

If you want to do some newspaper advertising, send for proofs of attractive stock cuts in series and individual designs, like those shown in Mr. Basford's article in this issue. We also design new and original illustrations and make the cuts for newspaper advertising for the exclusive use of the school ordering.

Send all Orders
and Letters to

NATIONAL ADVERTISING SERVICE CO. 1424 Lawrence St.
Denver, Colorado



MARSHALL

(Continued from page 18)

No account of our mountain woods in winter would be complete without appreciative mention of our wonderful ferns and mosses. In every wooded glade and rocky dell, these drape everything in a profusion fairly tropical, and because unscreened by hazel, sumac, thimble-berry and other deciduous shrubs, their glorious greenery is much more noticeable in January than in mid-summer. The first of the ferns to show new growth are the brilliant fronds of the charming little polypod, the licorice fern. It springs up from the nodes of long runners that twine about the shaded sides of moss-covered rocks and tree-trunks, especially the trunks of the pepperwood, which it always climbs up as far as the "timber line" of the moss. The roots of this fern have, as its name suggests, a pungent sweetness something like licorice, but sweeter and spicier.

The chief contribution to the carpet greenery of the woods, just now, is made by the long-pointed fronds of the Aspidium, or sword fern, whose glistening tufts, fresh-washed by the winter rains, decorate every glade and wooded hillside. Wherever water pours over shaded rocks, there is the lacy maiden-hair, while in the darker and damper dells south of the river, the big palm-like fronds of the chain fern hold sway.

Mosses luxuriate in this season of warm winter rains. There are dozens of species, some almost microscopic, and others with frond-like stems three or four inches long. What a soft glamour of mystic verdancy they throw over the rocks and fallen tree-trunks!

The foregoing comprise but a scant exhibit of the many charms incident to a winter hike among the cliffs and forests that hem in this turbulent old river. Many notable things of forest beauty have had to go unmentioned here. For example, the host of wild things of fur and feather that one may meet with at any turn of the trail. Enough has been written, perhaps, to make it clear that there is little of gloom and bleakness to our winters up in these glorious hills.

Growth of the Commercial Teacher's Job

As life grows more complicated, principles become more important. It was rather simple work to teach young folks how to do business as it was done fifty years ago. Typewriting and office stenography had not yet come. Office equipment was limited to the steel pen, the ink-bottle and the paste pot. Even carbon duplication was unknown. Bookkeeping was a laborious but simple routine of entering records into Day Book, Journal and Ledger. Any bright fellow could learn to do this in a few weeks, and if, in addition, he was a neat penman and quick at figures, he need not fear to apply for most any kind of a bookkeeping job. Neither business nor bookkeeping required much in the way of teaching, and, for the most part, could be learned better

in a store or office than in any school. Quite a number of treatises on bookkeeping were to be had, but most of these had been written for ambitious young clerks who aspired to become bookkeepers by the self-study route. The term "commercial education" had not yet been invented, and outside of a few business colleges, the affairs of business and commerce were not taught in the schools anywhere, and nobody ever thought of their having anything to do with what is properly called education. Indeed, it is only twenty-five years since I heard the head of the Department of Pedagogy in the Ann Arbor University ridicule the idea that such matters as bookkeeping and shorthand were in any sense educative. Books on methods of teaching that had been written for the teachers of those days were quite explicit in applying the principles of pedagogy to such subjects as language, arithmetic, geography, etc., but I do not recall one of them that had a single suggestion to offer as to the right way to teach bookkeeping, or even writing.

So it came about that such pedagogic principles as apply especially to the commercial branches, had to be worked out by the teachers themselves. They, at least, had to "learn by doing," and naturally, there was much divergence of opinion and spirited controversy, even in the limited field of teaching bookkeeping. There was the "journalizing method" of the Bryant and Stratton school, the "ledger method" of Silas S. Packard, the "actual business, or learning by doing method" of Charles L. Ellis, and, later, the "financial method" of L. E. Good-year. There were equal diversity and spirited discussion over the teaching of shorthand and its sister subject, typewriting. In the latter subject, the high mark was made by Father VanSant of Omaha, with his "touch system." These various controversies were enlivened, not to say embittered, by the fact that each of the various methods put forth became a heavy "talking point" for some aggressive publishing house, who naturally had its followers among the teachers who used its books. The whole situation must have been greatly puzzling to the unbiased teacher, whose chief interest was to do the best he could for his pupils.

But most of these really rather unimportant matters of controversy have come to be overshadowed by the infinitely larger problems involved in the tremendous broadening of the general field of commercial training. Big new things have loomed up, such as the psychology of salesmanship, correlated finance, business economics, office machinery (now rapidly becoming of such importance as to be almost a branch of mechanical engineering), transportation, and lastly, taxation, now a matter of supreme business importance. Already, some of the larger commercial schools are beginning to call themselves "schools of business administration." That is exactly what they will have to be if they are to keep pace with the world's march.

All this presents food for engaging thought on the part of the young commercial teacher, if he would be something more than a mere helot in the service. The high prizes in commercial education are not going to fall into the laps of teachers who know only the petty details of elementary bookkeeping, arithmetic, penmanship and the like. Promotions to commanding positions are not going by mere favor these days. They call for capital in the form of broad, accurate knowledge of the big business machinery of the nation and the world. The young teacher can grow into this if he wills to hard enough. But it will mean WORK, and yet more work. Let him read, think and digest. The popular magazines are each year growing richer in splendidly informing articles on every phase of national and world business. Not one of these should be overlooked by the rising teacher. Even the bright schoolboys are reading them. The satisfied business teacher, even in a small school, who puts himself to sleep with the soothing anodyne, "I should worry," is quite likely to wake up some fine day to find that his job has outgrown him.

GATES COLLEGE

A. F. Gates of the Waterloo Business College, Waterloo, Iowa, has recently made two important moves. The Waterloo Evening Courier of January 1 announced that Mr. Gates had purchased the Eklund Business College and that the name of the combined school would hereafter be Gates' College.

The same paper on January 10 announced that Gates' College had bought the building at 209-11 Park Avenue, West, formerly occupied by the Waterloo Evening Courier and that this building would be remodeled to accommodate the school. It is fifty by seventy feet with open space on all four sides, equipped with elevators and built to accommodate a third and fourth floor. The building provides three thousand square feet more space than the present school.

The Courier speaks very highly of Mr. Gates. He came to Waterloo from Bardstown, Kentucky, June 11, 1888, and opened a school with twelve students. With the exception of the period from 1891 to 1898, he has been in Waterloo ever since and has built up a large school which offers courses not only in business subjects, but a two year course in Business Administration as well as a number of junior college courses. Three state colleges give credit on examination on any work taken in Gates' College which is offered in the state colleges.

Teachers who have attended meetings of the N. C. T. E. are well acquainted with Mr. Gates. He was President of the Private Schools Section at Chicago last December.



Practical Advertising Plans

By HARRY M. BASFORD,

Business Manager of the National Advertising Service Company
1424 Lawrence St., Denver, Colorado

Editor's Note: This is the initial installment of the second series of articles on advertising for business colleges, prepared especially for Business Educator readers by Mr. Basford.

Those who have followed his previous articles will especially welcome this continuation of practical, seasonable suggestions, ready to use in advertising their own schools.

Mr. Basford draws on his long experience in presenting these plans. He also has the knack of making his subject interesting and not only tells you what to do, but also shows you how to do it.

Those who have followed my previous articles on "Advertising a Business College" may be said to have gone through one text book or completed an introductory course in the subject of business college advertising. These articles dealt largely with fundamental principles and the application of these principles to school publicity.

This new series may be considered as a more advanced text book in the same subject. At the same time each article will be complete in itself, and it

may be expected to look farther ahead and their influence upon the students under them is also highly important.

Many teachers come to the business college to prepare for office positions, for government, state or city Civil Service positions, and for positions as commercial teachers in public or private schools. They make very satisfactory commercial school students because of their previous training and teaching experience, and they usually advance rapidly and qualify for the better class of positions.

By reason of their position, teachers are able to do a great deal for the business colleges that they know and can recommend, and it is the part of the commercial school to cultivate a friendly feeling on the part of the public school teachers in its own territory.

Advertising to teachers requires the most careful preparation if it is to be effective and productive of profitable results. It should be fairly dignified in

character, and no reflection upon our public school system should be allowed to creep into such publicity. It is never necessary to tear down in order to build up one's business, and our school system is too great and good a thing to cast reflections upon or to appear to disparage.

The aim of this advertising should be rather to encourage inquiries from those teachers who desire a change of occupation, and most excellent results can be expected if this advertising is planned and carried out in the right way.

As an illustration of advertising that has been favorably commented on by school men, we are reproducing the text of a mailing card that we prepared as a syndicate piece of advertising some time ago. It will serve to indicate some of the points mentioned above:

Are You Tired of Teaching?

As the end of the school year draws near, the continued strain of long hours, hard work, and discipline become especially wearing and perhaps you are seriously debating the question of whether you will continue teaching or change to some other work.

There are several fields in which teachers are unusually successful and you can easily qualify for a more agreeable position, with shorter, more regular hours, less mental strain, and probably a better salary.

Some of these positions are: stenographer, bookkeeper, secretary, auditor, executive—in a



"WILL HIS DREAM COME TRUE?"
Suggested illustration for newspaper or folder advertising.

NEW HELPFULNESS FOR OUR READERS

In his new series of articles, Mr. Basford shows what kind of advertising to do each month. Through the new Business Educator—National Advertising Service plan, which is completely explained on pages 20 and 21 of this issue, you can procure all the necessary folders, mailing cards, drawings, cuts, copy, printing, etc., to carry out the suggestions offered in Mr. Basford's article.

The cost of the advertising material or service has been reduced to the minimum, the rates in some cases being even 50% lower than the "National" Company has offered such advertising before. These reductions in prices are possible because of the co-operative method of distribution through this publication to our subscribers.

After reading this article, turn to the double page announcement of this new service and see the mailing card for teachers offered there at \$10 a thousand.

A special feature of the new service will be the supplying of electrotypes of the illustrations in Mr. Basford's article, at practically nominal prices. For example, you can secure any of the three cuts shown in this month's article at \$1.25 each. Orders for these should be accompanied by check and forwarded, as should all orders for the service work, direct to the National Advertising Service Co., 1424 Lawrence St., Denver, Colo.—Advertisement.



"CHOOSING THE RIGHT SCHOOL"
Unique illustration to feature the importance of choosing a school carefully.

is my intention to make this series even more practical, by suggesting just what kind of advertising a school should use at the particular season when the article is published. And I shall aim to make these suggestions so helpful and usable that you can easily adapt them to your own school and send out advertising, based on these plans, that will produce profitable results for you.

Reaching Teachers

In the spring, the thoughts of the school advertising man turn to new fields of prospective students, and there are two classes of prospects which are well worth your serious consideration. These are the public school teachers, who will soon be completing their year's work of teaching, and the public school students, who will soon be leaving school, many of them as graduates from the grammar grades and the high schools.

Of these two classes of prospects, the teachers deserve first consideration. Being older than the students, they

business office; stenographer, clerk or typist for the government; and commercial teacher.

Teachers Succeed in Business

Some of the advantages of entering the business field, to you as a teacher, are the absence of strain, permanence of position, a full year of employment, location in the large centers where every facility for culture is presented, and, best of all, steady advancement and increasing salary. In the business office, also, your position is not dependent on politics or public favor.

The same qualities that make a successful teacher will also help you to succeed in business, where the opportunities are greater. The fact that you are well grounded in English and mathematics makes it possible for you to fill the higher grade positions.

A very attractive field for teachers is provided in the increasing demand for expert accountants and auditors. More of these high-salaried specialists are constantly being employed by big business enterprises, and the new income and excess profits taxes require still more of these trained experts.

A Government Position

If you prefer a government position, your education and experience will both be helpful in preparing for the Civil Service examination that you must pass to be appointed to a position as stenographer, typist or clerk. These examinations are not difficult for a teacher who has completed our Civil Service course. Both men and women are appointed and beginning salaries are now \$1,000 to \$1,200 a year, with per-



"FORWARD TO SUCCESS"

The inspirational type of picture often used to emphasize a line of argument.



manent employment at Washington or in one of the government offices thruout the country.

Commercial Teachers Needed

There is also an increasing demand for commercial teachers in high schools and business schools. The position of commercial teacher is usually more pleasant than work in the grades. The work is also easier because the students are older, have a fixed purpose in their studies, and the matter of discipline becomes a minor one. You can probably earn more than your present salary without entering an entirely new field.

A Position When Qualified

While the time necessary to complete a course depends upon the subjects taken, yet many teachers because of their training and experience, are able to complete a course by fall. When you have finished the course you select, we will help you secure a position to your liking. At this season, many teachers enroll with us and you will find yourself among others with similar aims and ambitions.

If you will fill out and mail the attached card, we can give you more definite information about the course in which you are particularly interested. We shall be glad to answer any questions about the school work and the opportunities open to our graduates.

Your Co-Operation Requested

We realize that this folder will go to many teachers who are not personally interested in a change of position. If you do not care to make a change of occupation, there are certainly many young people in your school who would be interested in our thoro, intensive methods of training for office positions. You will be doing these students a favor by referring them to us.

This courtesy will be greatly appreciated by us. As a school we are endeavoring to supply in a practical and concentrated form, the special training needed for office positions. No attempt is made to go outside of this field, but a very earnest effort is made to give this special training in a thorough manner.

If you wish to carry on an advertising campaign to teachers, the first thing to do is to get a good list of public school teachers in your territory. There are firms that make a business of supplying such lists at reasonable rates.

(Such a firm has an advertisement in this issue.—Editor.)

Then decide just how you wish to appeal to these teachers. You can send them a form letter, with enclosed folder and return post card, or a mailing card, with return inquiry card attached, which is the more economical of the two mediums.

Properly presented, such a mailing should bring you a goodly percentage of returns in the form of inquiry cards and some personal calls at the school. The advertising has then accomplished its purpose. The handling of these inquiries and calls might be classified as salesmanship, and the instance is an excellent example of the close relation that exists between advertising and selling. Good advertising may bring a large percentage of returns. But if these are not intelligently handled a very small number of enrollments may result.

I am in favor of personally dictated letters to inquiry cards, so far as possible. These cards will often bring to the school information regarding the prospects that no form letter could be expected to cover. Only a personal letter will do justice to the occasion, and these personal letters will almost always justify the expense in time and money that is required to put them in the mail.

When any special information is asked for, a dependable reply should be promptly sent. The point of inquiry is probably the most important thing in

the mind of the prospect, and it should be given first place in the reply from the school. These inquiries must also be followed up with other letters or literature about the school, until the end of the teachers' school year. Handled in this way, a very fair return in the form of new enrollments may be expected.

Make the teachers feel that their interest is appreciated, even though they may not enroll, and they will repay you by recommending your school to students, perhaps for years to come.

WHICH 1923 OR "19-PLENTY-3"

By T. Russell Moore
Moore's Advertising Service,
Canaan, N. H.

Your job is you. Every school principal and co-worker who is worth while has a job of some kind which must be done well or someone is found who will do it well. There is some task—some big task for each to perform and if it is not performed satisfactorily, then the job in hand is thrown out of kilter.

Merchandising—selling of any kind—is after all a matter of arrangement between two people. In the biggest campaign or in the smallest individual cash sale, it is just a barter of something for so much.

Business education in any one of its several specialties is quite a different proposition. The educational institution is not selling merchandise, it is selling SERVICE. Anything to survive must serve, that is the fundamental law of life—and of your business. To turn it into a good job, your work, whether as principal, co-worker, or preparing your advertising literature and sales letters must be better than average, or you are classed as just ordinary. The first step for the successful school principal is to consider his advertising literature. This must be handled in an intelligent and effective manner or its intent is lost. Not every school man knows just how to weave into the fabric of his selling messages the advantages he has to offer, combined with putting welcome on the doormat. The very moment you convince your prospect that he is welcome, you are a long way toward gaining and holding his confidence.

Advertising is a big business in itself. The school man is apt to look upon it as a minor factor. It is impossible for any school man to prepare his own advertising without proper study and business reasoning. The school man's mind is taken up with his school work, while the seasoned and experienced advertising man's mind is constantly steeped in analyzing and solving sales problems and preparing advertising media. There are many more pitfalls for the school man to side-step in his advertising than there are for him in the conduct of his school work.

By way of illustration. The man or woman whose eyes are trained to close vision, such as teaching bookkeeping, stenography or office routine of any kind, does not have the opportunity to view the many sided problems of ad-

vertising and selling as the experienced sales expert. What chance has a school man for acquiring breadth of vision? His work is what might be termed a "Close up."

I know of two men, one a bookkeeper, the other a farmer and hunter, in season. The bookkeeper is an expert marksman with rifle or gun. Both have been standing quietly in the woods, when the hunter has said to the bookkeeper, "Bill, do you see anything?" After Bill carefully looked around, he said, "No." The hunter leveled his gun and bagged a rabbit about three hundred feet off. Thus you can see that all eyes are not trained just alike, whether it be for hunting or advertising a business school. I can carry this part of the school man's problem much farther, but space will not permit this month.

THE CONFERENCE OF COMMERCIAL TEACHERS

Dr. Glen Levin Swiggett, Specialist in Commercial Education, Bureau of Education in Washington, D. C., announces the third regional conference of high school teachers of business subjects to be held at Hotel McAlpin, New York City, March 2nd and 3d, and the fourth regional conference to be held at Hotel Deshler, Columbus, Ohio, March 8th and 9th. The general topics for these conferences are Organization and Conduct of Business, Production and Marketing, Office Management—Personnel and Appliances. The speakers will be prominent educators and business men.

Asher J. Jacoby announces the opening of Keystone Commercial School, Norristown, Pa. Both day and evening sessions began on February 5. Mr. Jacoby holds the degrees of A. M. and Pd.M., and has had twenty years' experience in educational work.

There is a strong demand for well trained office assistants, and, therefore, a demand for high class business colleges. We wish for Mr. Jacoby and the Keystone Commercial School the best of success.

THANK YOU, MR. McLEAN

I have been reading the "Business Educator" for quite a number of years. I consider it one of the best publications of its kind.

T. A. McLEAN,
Douglas Bus. College, McKeesport, Pa.

Every teacher should attend at least one convention a year. He cannot help finding things of value and being a better teacher for having attended the convention. The association with leaders in the profession and the fellowship with the members of the association is invaluable. And who knows what opportunities for the ambitious teacher may lurk in the casual meeting of influential men and women on the convention floor?

JAY W. MILLER,
Goldey College, Wilmington, Del.



AMBITION TALKS

By Harlan Eugene Read

President Brown's Business Colleges of Illinois



OUT OF STEP

When a man gets out of step, he is only one remove from being out of line.*

When the marching step was invented, it was by a General who appreciated the overwhelming enthusiasm of uniform motion. He may have been Alexander, Gideon or Potiphar; but whoever he was, he understood mass psychology.

A hundred men swinging in perfect step across a bridge will shake it down; and for that reason armies have broken step across bridges for hundreds of years. But they resume it when they want to instill vigor and courage.*

Parades require a band; and the kind of music that makes people keep step is the music of victory.

In uniformity of motion there is precision, speed and enthusiasm.

To be in step is to feel the thrill of comradeship, the enthusiasm of numbers, the electric voltage of a completed circuit.

The men who are in step in business are the men who believe it can be done—and when a man believes it can be done, he usually does it.

I pity the man who is out of step.

A new generation comes upon the scene of action, a generation of young men filled with life and hope, a genera-

tion that is studying business power, self-confidence and mass psychology.

The newcomers believe in themselves.* They act with uniformity and with a will.

The man who is out of step views them with a snarl, shelters himself behind a logical sneer, says it can't be done, and watches the marchers sweep by him.**

To be out of step means more than simply to disagree with other men as to plans and methods. A man can be a chronic debater and yet be able to get into line.* It is when a man simply can't believe in anything that other men are working for that he fails utterly, either as employee or employer.

Get into step. It will keep you happy. Don't agree with everything and everybody.* Criticize, if you can do so helpfully. Protest when you must; and stop marching when the crowd is going the wrong way.** But as long as you belong to a party, a church, or a business, give it loyalty and keep step with the music.

(Continued from page 16)

S. C. Williams. Mr. Williams with Dr. John F. Forbes still own the school which has been housed in their own building since 1915.

In 1907 the Department of Teacher Training was organized by Mr. Williams, Mr. F. G. Nichols, now Prof. of Commercial Education in Harvard University, and Dr. Forbes. The teachers' courses have given the school a national reputation.

During the sixty years, more than 42,000 students have been enrolled in the school. At present they have 24,000 square feet of floor space and they not only have a business college course, but courses in Psychology, Economics, Salesmanship and other advanced subjects.

STUDENTS' CONTESTS

Southern Illinois

Sixteen High Schools in Southern Illinois will send their representatives to take part in a contest to be held March 30th under the auspices of the Southern Illinois Teachers' Association. T. L. Bryant, head of the Normal University Business Department, Carbondale, Illinois, is chairman of the Commercial Section and will send rules for the contests to high schools who may ask for them.

* * *

Indiana

The Second Annual Indiana State Shorthand and Typewriting Contests will be held at the Muncie Normal School, Friday, April 20th. Medals will be awarded to winners and a cup to the school whose students win the highest number of points. Indiana teachers wishing to secure copies of the rules and further particulars of these contests should write to M. E. Stuebaker, The Ball Teachers' College, Muncie, Indiana.

WHY STUDY PENMANSHIP?

(Letter by Hilda A. Hillger, 3133 Parnell Ave., Chicago, Ill., which won first prize in Contest No. 5 as announced in our February number.)

My dear Ruth:

In your letter received this morning, you mentioned that your shorthand teacher was urging you to take penmanship lessons, but that you were rather doubtful as to its possible use to you.

By all means take the lessons while you have the opportunity. If you will regret it, you will be the first one to do so.

First of all, rapid, legible business writing is so much in demand now, that any one who has it at his command, can secure better-paying, higher-class positions than one who does not possess this asset, since business men demand the things that save time. You can readily see that poor, laborious writing is anything but time-saving, since it consumes so much time in writing and much more in deciphering it, and even then you are uncertain whether or not you "translated" it correctly.

Even were this commercial value not attached to it, you should strive for a good handwriting for beauty's sake.

You know that a beautifully-written letter instantly attracts you and gives pleasure, whereas a poorly written one calls forth a vague feeling of irritation.

Everybody who saw them, as well as you, admired the specimens of business writing my penmanship teacher gave me, and naturally it would please you to have your writing admired, would it not?

I hope, Ruth, that after perusal of this letter you will hurry to the penmanship teacher and tell him that you are willing, no, eager, to practice and learn, and thus attain a rapid, legible style of business writing, beautiful to behold.

Write soon and let me know what you did.

Lovingly,

PEGGY.

WHY STUDY SALESMANSHIP?

(This letter won first prize in Contest No. 12 as announced in our February number.)

Successful Salesmanship is based upon an understanding of the laws of the mind. The psychology of salesmanship is the psychology of leadership. Knowing how to influence people is the chief element of salesmanship. This idea is just beginning to be grasped by the higher educational world. For the first time in the history of this country young students are being taught how to influence human nature. Every student should take a course in salesmanship, not merely to learn how to sell but to learn how to lead.

The average high school or college graduate who goes out into life without any knowledge of salesmanship is temporarily at the mercy of his environment. The untrained salesman who tries to sell either behind the counter or on the road is very much like an untrained swimmer who suddenly finds himself in water above his head. He doesn't know what to do, and what he does do in that emergency is merely the result of accident, and is more likely to end in failure than in success.

Every individual, as well as every business concern, has something to sell; either ideas, services or products. A stenographer or bookkeeper must sell his or her services to the business man; the doctor must sell his services; the lawyer must sell his client's evidence to the jury; the minister must sell his message and his program to his congregation; the statesman must sell his potential ability to the people before he can be elected to office.

The most important the position a man holds, the more important it is that he should know the psychology of salesmanship. The ability to influence people favorably is one of the greatest secrets of leadership and success.

Yours very truly,

CLARA THOMAS,
Draughton's Business College,
Atlanta, Ga.



A Little of Everything

By CHARLES T. CRAGIN
Holyoke, Mass.

"CRAZY GEORGE"

George Westinghouse enlisted in the army before he was sixteen, and at the end of the Civil War he was still under nineteen. All his schooling after he was thirteen was about a year and a half. Whether he would have been a bigger man or a smaller one with college training is a question. He wasn't a trained engineer and he made some mistakes that a trained engineer wouldn't have made, but he did things that no trained engineer would have undertaken.

There was nothing slow about "Crazy George," as they called him around the shop and in Schenectady, because he was always inventing something and most of his inventions were considered crazy affairs and never amounted to much, but he wasn't slow and he had, in 1864, established a little business of his own though he was not yet twenty-one. But he fell violently in love with Marguerite Walker, and he was sure he was plenty old enough to get married. He was certainly big enough, for he was six feet tall. He met this girl by chance on a railroad train. That evening, he told his mother and father that he had met the girl he was going to carry and the wedding soon followed, for George was a "Go-get-her" when he wanted anything, and he wanted that girl. Such sudden marriages do not always turn out well but this one did, for she made a most devoted wife, and for nearly forty-seven years they lived together and were always lovers. When they were on the same continent there was daily communication by telephone, and when they were separated by the Atlantic there were daily cable messages. She only lived three months after his death. They are both buried in the National Cemetery at Arlington. Their only child is George Westinghouse, the third.

It's easy to see from this record that young George had little education. From his first return in 1865 until the time of his death, he was seldom long out of the shop, even after he became a very wealthy man from the returns of his many inventions. It was in October, 1865, that the first of these patents was issued for a rotary steam engine. He never stopped inventing from that time and in his last illness, with death clutching at his heart, he designed a wheel chair to be operated by a little electric motor. The first invention never amounted to anything except as a plaything, but Westinghouse used to tell a story about it. He said, "A small boy made a picture of a minister but he didn't like it after he got it finished so he added a tail and called it a dog." Encouraged by this story Westinghouse turned this rotary engine around and made an excellent water meter out of it.

Young George came from a family noted for mechanical skill. His father had several patents for farm machinery and yet George was not like Edison, a mechanical phenomenon. Every one of his inventions have been made to develop or satisfy a want that he saw from his daily contact with machinery in the work-shop. The boy began work in the shop at fifty cents a day. A dollar a day was pretty good pay for a mechanic then. The same fellow gets a dollar an hour now and doesn't work half so hard. This boy was only fourteen when his name appeared on the pay-roll of George Westinghouse & Co. He worked in the shop through the summer and went to school in September, and the next year he got seventy-five cents a day and the next year he got a dollar, and when he ran away to join the army he was getting \$1.12½ a day. He was not satisfied to keep on working in the shop and his father finally consented to let him join the navy, where Uncle Sam paid him thirteen dollars a month. At sixteen he became a blue jacket on a war-ship. This young fellow had imagination, and that's a tremendous thing. Somebody said that Daniel Webster was a steam engine in breeches. George Westinghouse was an imagination in men's clothing walking about on the earth and doing things that changed society without apparent effort. Courage was another thing that made him strong. There were black periods when it seemed as if his enterprises must go to smash but his courage never went to smash, and so the enterprises generally pulled through.

The Air Brake

It was in 1868 that the Westinghouse air brake was first used. Up to that time every railroad train had a brakeman for about every car. He turned a crank which clamped down on the wheel of the car and stopped it after a while, if the brake chain didn't come apart. But on a day in September on an accommodation train on the Pan-handle out of Pittsburgh quite a large party of men gathered; railroad men, reporters and others, in a special car to watch an experiment with a brake invented and built mostly by this George Westinghouse, twenty years old and a little more. The train left Union Station in Pittsburgh. The car was at the end of a train. For years since he began experimenting he had tried to get railroad men interested in this air brake which was going to stop the train by the application of air direct from the engine, but nobody thought it was practical. He finally succeeded in getting this chance to give his invention a trial.

The train had been made up with air brakes which were connected with the

(Continued on 2nd following page)

A LITTLE-KNOWN PENMANSHIP PIONEER

By Charles G. Reigner, Baltimore Md.

My very good friend, Mr. H. G. Healey, is to be congratulated on his excellent summary of the "Era of Development" in the history of penmanship in this country, as well as on his felicitous appreciation of Platt R. Spencer, America's poet-penman—published under the caption of "Beacon Lights of Penmanship" in the September issue of the Business Educator.

Mr. Healey tells us that the chief contributors to the progress of penmanship from 1830 to 1850 were Platt R. Spencer and A. R. Dunton. One other name, in my judgment, deserves to be included. It is that of Mr. Benjamin F. Foster. Mr. Foster's chief claim to be ranked with the illustrious pioneers mentioned above rests on two books: "Prize Essay on the Best Method of Teaching Penmanship" published in 1834 and the "System of Penmanship" published in 1835.

Of Mr. Foster's early life we are able to learn nothing beyond the bare fact that he was a native of England and emigrated to this country in the early 20's of the last century, settling first in Albany and removing shortly thereafter to Boston. He was one of the very earliest commercial teachers in the United States. As early as 1827 he established "Foster's Commercial School" in Boston, with rooms at 116 Washington Street. His "System of Penmanship" contains an extended prospectus of the school. In the summer of 1837 he removed to New York City and early in the fall opened "Foster's Commercial Academy" at 183 Broadway. I have in my possession a copy of a "Prospectus of the Commercial Academy, 183 Broadway, New York," issued in 1837, in which Mr. Foster sets forth his ideas on the propriety of a specialized school for business training.

Foster's "Essay on Penmanship," already referred to, was awarded the premium "for an Essay on the best method of teaching penmanship" by the American Institute of Instruction (the earliest organization of American schoolmasters) at its session in 1832. Its title page is as follows:

Prize Essay
on the

Best Method
of

TEACHING PENMANSHIP

By B. F. Foster,

Teacher of Writing, Stenography,
and Bookkeeping;

Author of "Practical Penmanship," &c.
New edition, revised and improved.

BOSTON:

CLAPP AND BROADERS
1834.

In the "Preliminary Remarks" to the essay, Foster says:

"Two things are essential to skill in this art:

First, a knowledge of the forms and proportions of the letters.

(Continued on following page)



LEARNING TO DICTATE

A Series of Lessons in Dictating Business Letters, for Men and Women who Expect to be Important Enough to Have a Stenographer

Instructions from a series of "Better Letter Bulletins"
Published by Thos. A. Edison, Inc. Exercises by the Editor

PUTTING "HOOKS" INTO YOUR LETTERS

By J. George Frederick, Editor, Advertising & Selling Magazine

(By permission of Thos. A. Edison, Inc., Orange, N. J.)

Old Richard Sears, founder of Sears, Roebuck & Company, broke the heart of many a fancy writer of advertising by his blunt insistence that there be "hooks" in every letter and every advertisement prepared for him.

What did he mean by "hooks"?

He meant something that stopped the reader's mind from gliding smoothly off the words and running away, without you first getting a "clinchhold" on his desire to buy.

What is that "something"?—for it is the real big thing in letter-writing.

First, your words—meaning your argument, your picture, your ideas—must strike the reader's mind from a fresh angle. He must see things differently than before he read your letter. Many who write letters have the ideas all right, but they cannot "get them across" because they make the air foggy with perfectly correct but perfectly unimaginative, un compelling words. There are no "hooks" in easy flowing, generalizing phrases—only in crackling new ideas, specific information, vivid mental pictures and "straight talk."

Second, they do not so caste the tone and temper of the letter that it has the right salesmanship effect. You know how flat some people's effort at selling you anything sounds. So it is exactly

with letters. Your letters should all have that sharp "hook" which cuts right through the reader's pocket-book by means of its intense practicality, its horse-sense and dollar-soundness; its concentration on the real central facts as seen from the other fellow's point of view. Its logic must be so clear as to puncture resistance like a sharp needle-point, because it challenges the mind to think.

No letter which has not been worked out beforehand to achieve "hooks," based on the above definition, is worthy of the writer or the firm or the money spent on the letter.

Letters to Write

1

Examine the letters written in lesson 5 for "hooks."

2

Write four letters to be sent in succession (if no order is received) to prospects for made-to-measure shirts (or other familiar article). Put something of interest to the prospect into every letter.

3

Write a letter to a Business College proprietor to induce him to place The Business Educator on his list of supplies for every student.

4

Write a letter to a High School teacher to get him to present The Business Educator to his pupils, and urge them to subscribe.

5

Write a letter to a student of book-keeping (or shorthand) to secure his subscription.

Read these two letters:

(Original)

Dear Sir:

Once more we appeal to you to consider our Marvel Inkstand. You certainly cannot have read our previous letters or you would have been convinced long ago.

We want you to know the Marvel. Years were spent in perfecting it, and once you use it, you will never permit any other kind on your desk.

Surely you are interested in the inkstand—it is with you daily, why not have real inkstand comfort and economy.

The Marvel looks well, work scientifically and will last a lifetime, etc.

(As Revised)

Dear Sir:

One quart a month—

That's the wastage of your average ordinary inkstand—the air actually dries up that much ink.

And no writing comfort at that!

You're too good a business man to stand for that much waste, and you're too fond of a smooth flowing pen and comfortable writing to refuse to make the move for both economy and supreme writing comfort.

Why—figure it out; you know what you pay for ink these days—you'll pay for a Marvel Inkstand in exactly 49 days with the ink that you let dry up in the air, etc.

DIPLOMA LETTERING—By S. E. Leslie

The copy for this month consists of another easy style. This Engrossing Text is a combination of the Old English and German Text. It is made more rapidly than the Old English and is used where a cheaper style of diploma lettering is required. Because of the curved lines in most of the letters, it is a beautiful style and probably more legible than the Old English. You see this style used very frequently

in page lettering of resolutions, testimonials, etc. The straight vertical strokes are not generally lined up with a fine pen, but if accuracy is required it is better to do this. The accompanying copy was finished with a fine pen. A number two pen was used for this name. The lettering may be finished completely, however, with a broad pen where speed is an essential element.

The price to charge for lettering names in this style varies according to the finish of the letters. Slightly less is charged for it, however, than is charged for Old English. Complete alphabets in this style may be found in the "Zanerian Manual of Alphabets and Engrossing." I would be glad to receive work for criticism if return postage is enclosed. Address S. E. Leslie, 3201 Euclid Avenue, Cleveland, Ohio.

Frances D. Hampton

A LITTLE-KNOWN PENMANSHIP PIONEER

(Continued from preceding page)

Second, the power of executing these letters on paper.

It must be apparent, on the slightest examination of the subject, that both the above requisites are indispensable to make a good penman. If a person be deficient

in the first, although he may possess inimitable ease and freedom in the use of the pen, his performance will displace, from its want of just proportion and symmetry of parts. If he is wanting in the second, however correct the form of each particular letter, there will be no freedom or grace in the general aspect of his writing."

The entire essay is extraordinarily interesting as showing the keen analysis that Mr. Foster had made of the elements which enter into the acquisition of freedom and grace in writing. The following striking passages from the Preface of "Foster's System of Penmanship; or The Art of Rapid Writing Illustrated and Explained"

(Continued on page 33)

20th Century Bookkeeping AND Accounting

CRAGIN

(Continued from 2d preceding page)

wheels of all cars, and a tank of compressed air on the tender could set these brakes by air released through a flexible rubber tube. They intended to apply it slowly and cautiously, but as the train, running probably twenty or thirty miles an hour, high speed in those days, rounded a short curve there, directly on the crossing, was a broken-down load of hay, and the farmer didn't know enough to go back and signal the approaching train. "Toot! Toot! Toot!" a dozen times repeated from the whistle, then slam! crash! jar! and every man in that observation car was bumped out of his seat on to the floor as the air brakes were applied with full force, and the train stopped within half its length not a dozen feet from the load of hay. I don't know if that story is true or not, if it is not it ought to be, and the air brake has saved thousands of lives and millions of property by this ability to stop a swift running train, even one like the Empire State Express, which shoots you across New York a mile a minute, in less than the length of the train, but I assure you from personal experience that it is no joke for the passenger when they stop the train that way. Usually the air is applied slowly and the train stops without any jar whatever.

The experiment was a success though it wasn't intended to give so startling an illustration of the tremendous power of compressed air. The success of this experiment brought immediate orders for air brakes from nearly all the great trunk lines east and west, and in five years after the first train made its run from Pittsburgh over two thousand trains had been equipped, besides a lot shipped to foreign countries. These equipments were made and supplied by the Westinghouse Air Brake Co. of Pittsburgh and, of course, it meant lots of money to Crazy George.

Like Edison he spent a large part of his time in the workshop, although he was much more of a business man than Edison for he financed his own enterprises, a thing Edison never did. Westinghouse worked all the time; in his private car when he was traveling; in his house when he was at home, sketching and dictating, any old place would do. In his house he liked to work on the billiard table, where he could sprawl out his long arms and legs over the table and draw plans on any piece of paper that came handy, while those around watched him and asked questions. Perhaps he had no pencil; if he didn't he borrowed one of the nearest man, and he never gave back those borrowed pencils. His trail around the world could be followed by other men's pencils.

Harnessing Niagara

It's a good many years since I first saw Niagara Falls. It's quite a little

water-power that sweeps down from Lake Erie through the Niagara River and makes that terrific plunge into the gulf of foam and spray before it rushes on through the whirlpool rapids into Lake Ontario. When I went there, there was nobody in particular thinking of doing business except to get all the money they could out of you when you went there to see the Falls and sell you a lot of Indian mocassins and bracelets and things of that kind. Engineers began to study the tremendous possibility of harnessing the great water power and using it for commercial purposes, but the engineers said it couldn't be done. It wasn't possible, quite out of the question, and along came "crazy George," who was always doing things that people said couldn't be done, and undertook the job of harnessing Niagara and making it drag the street cars of Buffalo and furnish power to the factories of that great city. I don't know how he got the money. A lot of New York millionaires had been interested in it but they all got cold feet and had given up the job till Westinghouse, who could persuade almost anybody to do almost anything, got hold of them, and showed them how he thought he could conduct the power of Niagara through turbine water wheels located at the bottom of the gulf to electric wires that would carry a powerful current to Buffalo and all along the line, and he did it, too, and now Niagara Falls is a great industrial center, and it all meant a lot of money and a lot of fun to this inventor, who invented largely for the joy of the thing. He liked to see the wheels go round and he liked to see a lot of men working for good pay and enjoying life as he did.

The electric transformer was perhaps the next great invention. By means of this transformer he took electric currents of tremendous power from a central station and transferred it as a very lower power over wires to distant points. It was what made the trolley cars run and carried the power to run the carpet sweeper and sewing machine at home, and was of the greatest importance. I suppose Nicola Tesla was really the discoverer of this principle, but Westinghouse adapted it and brought it into every day use.

A lot of lamp inventions followed, and there were numerous telephone improvements and air springs for automobiles, and then came the steel passenger car. Fifty years ago there were no passenger cars except those made of wood, and when there was a railroad accident they at once caught fire or were smashed to pieces, and there was sad loss of life. Westinghouse went to work and got out a car made entirely of steel, and it is one of the most important of all his inventions. Today you step into the vestibuled solid steel train, you can't tumble off if you try, because there is no open space between

the cars. If those cars run off the track they won't smash, unless it's a tremendous drop, and they will not catch fire, because they are made of solid steel.

With the air brake, the electric transformer, the turbines, the steel cars, lamps and the like, you can readily see that it took quite a lot of help to run the Westinghouse industry. More than 50,000 were on the payroll, and these air brakes and steel cars were found all over the world. Shops extended from St. Petersburg to San Francisco. And then there came a smash in 1907. There was a big money panic. The banks got scared and called in their loans everywhere. The Westinghouse Co. had borrowed enormous sums and they couldn't meet their bills, so they went into the hands of a receiver. That is, three of the companies did: The Electric Co., Machine Co., and the Security Investment Co. They were all solvent, that is, more money was due them than they owed, but they couldn't get it. The Air Brake Co. had no debts. It took fourteen months to get the companies out of the hands of the receivers, but Westinghouse himself worked out a plan. The great mass of creditors took stock in the new company to pay their debt and it was the most profitable stock they had ever owned. The great Westinghouse plants are still prosperous.

Westinghouse liked to have handsome men around him, and he sometimes made mistakes in selecting men because he liked their looks. It's not every beautifully bound and illustrated book, you know, that is worth reading, and some of his handsome men were pretty poor stuff. He said, "I sometimes make mistakes and put incompetent men into high positions." He was so loyal to them that sometimes he kept them there long after he knew they were unfit, but he got the intense loyalty of his followers. "Once a Westinghouse man always a Westinghouse man," was the motto of his associates, and very few of them failed him. One of his lieutenants, who objected seriously to his plans, but who was won over, said after an interview: "When the old man looks at you with that smile of his, there's nothing you won't do for him." "With his soft voice, his kind eyes, and his gentle smile," says another man, "he can charm a bird out of a tree." The late Jacob S. Schiff, the great Jewish banker was once asked to meet Westinghouse to confer on some business project: "No," said the wise old Jew, "I do not wish to see Mr. Westinghouse, he would persuade me."

In 1913 the tremendous human machine broke down, organic disease of the heart, the biggest organ of George Westinghouse, killed him and he died March 12, 1914, age 67, and in three months his wife, lover, and pal followed.



Multiply by 5, and add 4:

2 0 4 1 5 3 8 6 9 7
5 5 5 5 5 5 5 5 5 5

First, multiply each of the ten digits by 5, naming products only; thus, merely say, "20, 30, 15,"

Second, multiply by 5, and add 1, as if carried, naming the final result only; thus, say, "36, 11, 41,"

Third, multiply by 5, and include 2, carried, saying, "2, 47, 22,"

Fourth, multiply by 5, and add 3, just naming final answers; thus, "48, 38, 13,"

Fifth, multiply by 5, and add 4, short-circuiting; thus, say, "14, 4, 24,"

Scientific Problems for the Multiplier 5.

If one can solve the five problems following without an error, he knows the essential number facts for multiplying any number whatsoever by 5, for these problems include every possible condition incident to multiplication by 5. Practice on the preliminary drill above until this set of problems can be solved correctly in from 25 second to 1 minute, 15 seconds. Short-circuit the work in developing the products; thus, say, "0, 20, 22,"

(1) 1096605440 (2) 1564630322 (3) 1879270725
5 5 5

(4) 1375949828 (5) 1768534389
5 5

To Multiply by 6.

In multiplying any number by 6, we may be required to multiply any of the numbers from 0 to 9, inclusive, by 6, as well as combine any of these products with the carrying numbers 1, 2, 3, 4, or 5. Thus, there are 60 different combinations with which we should be familiar.

Drill for the multiplier 6.

Multiply by 6:

7 3 5 0 8 1 4 9 6 2
6 6 6 6 6 6 6 6 6 6

Multiply by , and add 1:

7 9 6 8 3 5 1 4 0 2
6 6 6 6 6 6 6 6 6 6

Multiply by 6, and add 2:

9 2 7 5 0 3 6 1 4 8
6 6 6 6 6 6 6 6 6 6

Multiply by 6, and add 3:

2 7 5 1 3 9 0 4 8 6
6 6 6 6 6 6 6 6 6 6

Multiply by 6, and add 4:

9 5 0 8 3 6 1 7 4 2
6 6 6 6 6 6 6 6 6 6

Multiply by 6, and add 5:

7 9 2 6 0 4 8 1 5 3
6 6 6 6 6 6 6 6 6 6

First, multiply each of the ten digits by 6, naming products only; thus, say, "42, 18, 30,"

Second, multiply by 6, and add 1, as if carried, short-circuiting; thus, say, "43, 55, 37,"

Third, multiply by 6, and include 2, as if carried, saying, "56, 14,"

Fourth, multiply by 6, and add 3, carried, saying, "15, 45,"

Fifth, multiply by 6, and add 4, saying, "58, 24,"

Sixth, multiply by 6, and add 5, saying, "47, 59,"

Scientific Problems for the Multiplier 6.

These problems include the sixty possible combinations involved in multiplying numbers by 6. If one has mastered the preliminary drill above, he should be able to solve these five problems, without error, in from 30 seconds to 1 minute, 30 seconds. Multiply by 6, as indicated, saying, "0, 24, 14,"

(1) 104455032240 (2) 153680706266
6 6
(3) 118594771692 (4) 149789582839
6 6
(5) 98742763353
6

To Multiply by 7.

The multiplier 7 is associated with 70 different number facts, familiarity with which is essential to ability to multiply any number by 7. These are given in the drill below.

An Experienced Teacher

of all Commercial Subjects, Shorthand and Spanish desires a position. Address L. G., care of Business Educator, Columbus, Ohio.

FOR SALE

Commercial College in the heart of the Ozarks. Splendid opportunity for young married couple. Only \$1000 cash required. ARKANSAS, care of Business Educator, Columbus, Ohio.

Unusual Sale

Some man or couple will get a Business College bargain this month. Town 11,000. No competition. Rich territory. Priced way down. Will stand investigation. Address, C. V. K., care Business Educator, Columbus, Ohio.

Better Teachers—Better Positions Better Salaries

Six weeks Summer School for Commercial Teachers conducted by the Bowling Green Business University begins June 26 and closes August 4. Crowded with the best experts can give. Methods, intensive class work, inspiration, entertainment and outings. An opportunity for credits and a good position. Accredited by University of Kentucky. Address:

Bowling Green Business University, Bowling Green, Kentucky
NEAR GREAT MAMMOTH CAVE

Founded 1865



Owned and occupied exclusively by Rider College

Summer School for Commercial Teachers

Advanced work for teachers in Commercial subjects under widely known instructors. Elementary work for beginners in Commercial Teaching. Authorized by State Board of Education to grant B. S. C. and B. Acct. Degrees. Living conditions ideal. New York, Philadelphia, Princeton, Atlantic City and other noted Jersey Coast resorts within a short radius. Study in the most beautiful building of its kind in America. Make your vacation pleasant and profitable.

Attend Rider College. Send for Summer School Bulletin.

RIDER COLLEGE

TRENTON, N. J.

Drill for the Multiplier 7.

Multiply by 7:

3 0 5 7 9 1 4 8 2
7 7 7 7 7 7 7 7 7

Multiply by 7, and add 1:

0 6 1 4 9 2 8 3 7
7 7 7 7 7 7 7 7 7

Multiply by 7, and add 2:

8 2 4 7 0 9 5 1 3
7 7 7 7 7 7 7 7 7

Multiply by 7, and add 3:

2 9 5 1 8 0 7 3 6
7 7 7 7 7 7 7 7 7

Multiply by 7, and add 4:

4 0 9 3 5 1 6 8 2
7 7 7 7 7 7 7 7 7

Multiply by 7, and add 5:

3 6 8 2 5 7 1 4 9
7 7 7 7 7 7 7 7 7

Multiply by 7, and add 6:

5 3 6 1 8 0 4 2 7
7 7 7 7 7 7 7 7 7

(Continued on 4th following page)

WANTED

Will pay cash for good Business College, Ohio, Indiana or Illinois. Replies confidential. MANAGER, care Business Educator, Columbus, Ohio.

I WANT TO BUY

An up-to-date Business College in a good live bustling city by June 1st. Do not write if you just wish to unload something. The cash is ready. Give full particulars. Address:

LIVE BUYER

Cara Business Educator, Columbus, Ohio

WANTED

A young man to do janitor work or to fold circulars, etc., for tuition in a penmanship school. A good opportunity to get a penmanship education. Address, PENMANSHIP COURSE, care Business Educator, Columbus, Ohio.

Big Business College

Having recently sold my school in the East I wish to buy a large school and will pay up to \$25,000 for a school in a good location and worth the money. Address, PURCHASE, care Business Educator, Columbus, Ohio.

Notes

I. J. Winans, Springfield, Mass., recently engrossed a resolution by the board of Alderman of the City of Springfield, which was presented to George Walter Vincent Smith and Belle Townsley Smith of that city, thanking them for transferring their collection of art treasures to the City. The Springfield Daily Union of January 2nd contains a large 4-column half-page of this piece of engrossing, and a write-up of the resolution and the ceremonies in which they were presented.

Hilda A. Hillger, who won first prize in the penmanship contests announced in our February Number, writes as follows in a letter to the editor which was not intended for publication:

"The BUSINESS EDUCATOR is certainly great. It is especially interesting to me this year, because it contains Mr. Griffith's course."

"I only wish that all who follow the course would have the benefit of his personal encouragement and kindly criticism as I have been privileged to enjoy them for nine months."

"You ought to witness one of Mr. Griffith's class lessons. He can arouse penmanship enthusiasm in the entire class, and he certainly gets results."

George A. Meadows, Manager of Daughon's Business College, San Antonio, Texas, reports that his school is one of the largest commercial schools in the southwest, reaching last year in the Day and Night schools through the Home Study Department about 1500 pupils. They have a large enrollment for the month of January, and the outlook for 1923 is encouraging. The catalog published by this school is one of the handsomest we have seen. The cover is gray printed in four colors. There is a second sheet of the same shade of cover paper in a lighter eight. The body of the catalog, consisting of twenty-four pages about 9x12, is beautifully printed in two colors and profusely illustrated with pictures of the faculty and the school, and scenes in San Antonio. The letters from employers and students are printed in facsimile and bear testimony to the splendid training received by the students at this school.

Teachers Agency A Teachers Agency That Does Not Assess Salaries. This Is Worth Investigating.
Address: Education & Business Alliance, 217 West 125th Street, New York City



Train for Commercial Teaching At the Rochester Business Institute,
and get the benefit of the highest standards of Commercial Teacher Training in this country. Here you will find instructors who understand the problems of Commercial teachers in both high schools and private business schools. We recommend and place all graduates. A postal card request will bring you our Bulletin and Circulars.
ROCHESTER BUSINESS INSTITUTE, Rochester, N. Y.

WE PLACE YOU IN THE BETTER POSITIONS

OUR REPUTATION IS NATIONAL
OUR SERVICE UNEXCELLED
ROCKY MOUNTAIN TEACHERS' AGENCY
410 U.S. NAT. BANK BLDG. DENVER, COLO.
WM. RUFFER, PH. D. MANAGER

FREE REGISTRATION
to normal and college graduates. WRITE US NOW for enrollment blank and booklet, "How to Apply" with Laws of Certification.

BRANCH OFFICES:
Portland, Ore. Minneapolis, Minn. Kansas City, Mo.
N.W. Bank Bldg. Lumber Exchange Rialto Bldg.

ALBERT Teachers' Agency

38TH YEAR

Teachers of *Shorthand, Bookkeeping, Accounting, Salesmanship* wanted for positions in best schools. Vacancies now coming in. Send for booklet "Teaching as a Business." Other Offices:—
437 Fifth Ave., New York Symes Building, Denver Peyton Building, Spokane

POSITIONS FOR TEACHERS— BUSINESS COLLEGES FOR SALE

Splendid salaries, choice positions, beginning and experienced teachers wanted. Write for free literature; state qualifications briefly. Money making business colleges for sale. Write for particulars—no charge.
Address M. S. COLE, Secretary.

CO-OPERATIVE INSTRUCTORS' ASSOCIATION, 41 Cole Bldg., MARION, IND

September Calls for Commercial Teachers—

are already beginning to fill our files. These openings, offering attractive work and salaries, come from high schools, normal schools, colleges and private schools. Our representatives will get many fine openings at the National Education Association in Cleveland; coming in personal contact with school executives from all parts of the country. If you want a better position for next year, enroll early and get in line for the choice positions of the season.

CONTINENTAL TEACHERS' AGENCY BOWLING GREEN KENTUCKY

GET A BETTER POSITION



Add 10% to 50% to your income. We tell you of the finest openings and help you get the place you want. Salaries up to \$3,000, or more. Hundreds of schools in all parts of the country write directly to us for teachers. More than half of the state universities have selected our candidates. Confidential service. No obligation to accept any place. Write for details NOW.

THE SPECIALISTS' EDUCATIONAL BUREAU
ROBERT A. GRANT, President, ODEON BLDG., ST. LOUIS, MO.

WE SPECIALIZE in placing Commercial and Penmanship Teachers. Send your application in now. Registration FREE.

The Commercial Service Agency,
P. O. Box 618 ST. LOUIS, MO.

Teachers Wanted

Penmanship or Commercial, Fine Salaries.

NATIONAL TEACHERS AGENCY,
Philadelphia, Pa.

Pittsburgh, Pa. Syracuse, N. Y.
Indianapolis, Ind. Northampton, Mass.



SALESMANSHIP

Helps for Teachers and Students

By M. N. BUNKER

President, The Peoples College, Ft. Scott, Kansas



"LITTLE THINGS" ARE BIG

There is one thing that I wish to emphasize this month: This is that the little things of business are usually the big things in building a success. In every kind of selling this is vitally true, but I want those who expect to become "over-the-counter" salesmen to give this particular attention.

There are so many little instances in the course of a day that determine whether your customer will ever come back to you. Take for instance, last Saturday I wanted to buy a shirt, and stopped at the first men's furnishing goods store. Three "salesmen" were lined up nonchalantly against a long show case in front. They stood there just like wax figures, except for a possible stiffening of the back-bone as I came through the door. I caught a quiver of an eye-lid and turned to that fellow who made some show of being able to learn what I wanted. I asked to see a shirt.

Now, from the customer's view point it seems to me that he could have looked me over and decided about what I wanted, but to make doubly sure, I remarked that I wasn't looking for anything unusually good—that I just wanted a shirt that would look well in the office, and wherever I might be in the ordinary run of the day. With this sort of guide to my wants, the first shirt laid on the counter was a bright, blossoming pink. I rejected it and asked for something milder.

But I should have bought it. There was no doubt about that, for if I had I might have saved the feeling of the poor young man whose whole air became that of injured and offended innocence. I had rejected his taste, and refused to accept the estimate which he had made of me when I entered the store.

As a second attempt he brought out a broad-striped effect and then other shirts of varying grade, until in self-defense I paid him for the mildest one of the collection. I didn't want it, and it is not nearly so good a shirt as I had intended to buy. It was not as good a shirt as one I had seen another man wearing that morning, and which had furnished the incentive for me to try to get one like it.

You see, I went into that store fully intending to buy a shirt. I did not have to be sold on the shirt idea, but I was open to be sold on the spirit of that particular store. I bought that shirt, not only to get a shirt, but to find whether I would later buy a dozen shirts, and collars, and ties, from that dealer.

But the real reason that I did buy that shirt was because from the time that young man took out the first shirt, I had put myself under obligations to him. He was showing me a favor by

stooping over and laying his merchandise out where I could see it. When I felt the weave of the goods, I was only adding insult to the injury I had inflicted when I rejected the first shirt. That is why I finally bought what I did not want. I make it a point never to ask a favor, or seem to ask one without trying to reciprocate in some manner. The young fellow felt that he had done me a favor, and I paid him the price, but in the future I shall go somewhere else to trade.

This is a single circumstance, but it is repeated a thousand times a day, in stores all over the land. Men and women who style themselves "salesmen" drive customers away by their personal attitude, and by lack of plain, ordinary intelligence.

Usually these customers are just plain, ordinary folk, who have the money in their pockets to pay for what they want, and who are sometimes unreasonable, and cranky and hard to please. I am not defending the customer who is cantankerous, but I do wish to bring up here, that no matter what the customer says or does, you—when you go behind the counter to handle merchandise—commence immediately to sell the service of your house, and commence to build a reputation for yourself. Many a young man has laid the foundation of his future business while working for others, so that when he started for himself he had a supporting clientele. You commence not only to sell the manufactured goods from the shelves, but you commence dealing with men and women who may be your friends, when you need friends the most.

There may be many times that you cannot accommodate a customer, but there is absolutely no reason why you should not show that you want to accommodate. If you are sincere in this you will make a favorable impression, even if you cannot do anything more.

A few days after the circumstance of the shirt I stopped at another store in a town of only a few thousand. I was a stranger and when, after making a small purchase, I asked if they would accept a check I half expected a refusal. But this is the answer that means I shall spend more money there in the future: With a hearty smile, "Sure, we're glad to have checks; the more the better." That man was taking a risk. I was a stranger, and there was a possibility of the check being worthless. But he took his risk, and now I shall go there when I want something else.

In this case the man had authority to accept the check. Possibly you do not or will not have such authority, but that does not mean that you need leave a bad taste in a customer's mouth.

In other words, put yourself in the place of the customer and then act as you would want the salesman to act. If you do this you will find yourself gaining in real salesmanship every day. This is true because if you take an interest in the people whom you meet over the counter, you will develop interest in the merchandise they buy. They want to know whether it wears well, whether it holds its shape, and a great many other questions which you can learn to answer.

When you commence to study you commence to fit yourself for a bigger job, although I want you to think me of doing your present work—behind the counter—the best that you can, rather than thinking about after work. Selling from behind the counter is a big job, and when you get so that you can do it so well that you are ready for something else, that something will be ready for you.

During the next few years merchants are going to look to the business colleges and commercial high schools for their salesmen, and certainly if you get out from school to such employment you can build your own future with a sky your limit.

This is the prospect today, for there is no greater need than for salesmen who are salesmen in reality, behind the counters of the stores in this country. The business of the future is going to be in the strong, and the thousands of spineless clerks who are now "waiting for customers" are going to be wiped out in the change. There is plenty of proof of this in the fact that during the last two or three years many little stores have shown a tremendous growth solely by giving service, as well as pushing merchandise across the counter.

This spirit of giving service was one that kept our grandfathers in business in the old village stores. These stores were the centers of their communities; each customer was acquainted with the others and with the store-keeper and his wife. They knew one another and worked together, living their lives, and quite as frequently as otherwise, the store-keeper grew wealthy. They were strictly honest, and in their limited sphere gave service. You remember that all through the more than sixty years that have gone by, the fact that Abraham Lincoln walked a mile to make up a shortage in the weight of a package of tea, has been told.

That is the whole thought that I have been trying to bring out this month. The "clerk" behind the counter can make that particular kind of selling the foundation for the biggest kind of success by being an honest-goodness salesman, right where he is now.

Doubtless many of the young people who are studying salesmanship this winter, belong in families where a small store is the foundation of the family income. Some of these young folks may think there is no chance in such a place, but if you will go back to the store, use your brains, hands and hearts, you can sell, and keep on selling.



g until some day some man like Carosson will go around and interview you for the American or for Access, or some other magazine that is opposed to help folks get Some Place.

LITTLE KNOWN PENMANSHIP PIONEER

(Continued)

published in 1835) present in concise form the basis of Foster's teaching:

"The chief peculiarity of our System consists in the application of philosophical and anatomical principles to penmanship. Its distinguishing features are:

"1. The learner attains a mastery of the simple and combined movements of the hand and arm, and this muscular facility enables him to write with elegance and expedition.

"2. The letters are executed by the simultaneous movement of the hand, and forearm, in conjunction with that of the fingers and thumb—the arm resting lightly near the elbow, while the third and fourth fingers are used as a movable support.

"3. All slow and formal practice is abandoned and a series of exercises substituted, which impart a free, flowing command of the pen and a uniform slope and regularity to the letters.

"4. The exercises are performed rapidly from the first, and, in addition to great freedom and expertness, the habit of writing straight without ruled lines is acquired.

"5. A free, bold movement is attained, whereby the longest words may be written without lifting the pen; this cannot be performed by any other process whatever, and without it there can be no such thing as rapid mercantile writing.

"6. The style of penmanship is bold, graceful, and business-like; combining the essential qualities of perspicuity, freedom, uniformity, and elegance."

I suppose that no abler exposition of the elements involved in muscular movement writing has ever been formulated by the warmest adherent to the cause. We have been accustomed to thinking of the principles outlined above as of rather modern develop-

ment; yet here those principles are set out in an essay published eighty-seven years ago—and they are stated straightforwardly and scientifically without that strident verbosity which, for some reason or other, seems to characterize a certain type of penmanship "reformer." A friend of mine once inquired whether individuals of that type were penmen because they were "bugs," or "bugs" because they were penmen.

Let us quote a few more paragraphs taken at random from the "System of Penmanship":

"The fundamental requisites of mercantile writing are legibility, rapidity, and elegance. These are placed in what we conceive to be the order of their value."

"Practice without a knowledge of the principles upon which free writing is founded can never give ease or facility of execution. A moment's reflection will satisfy any one of this. Where are the ministers, the lawyers, or the authors, however much they may have written, who write a tolerable hand? They are few. Practice, as such, then, will never make a good penman; it must be practice in a right manner, for practice in a wrong manner will only make bad worse."

"Every individual, who undertakes to teach a common school at once becomes likewise a teacher of writing, and the consequence naturally follows, which might be expected, that a very small proportion of the youth who leave our schools are able to write a tolerable hand. To remedy this evil we should begin at the beginning and teach the teachers. Schools for this purpose should be established in our principal cities, and they would be attended with manifold advantages."

"Teach the teachers" — that has a familiar ring! In fact, all of this is distinctly modern as well as eminently sensible—although written eighty-seven years ago.

A distinguished educational administrator once remarked that what we teachers need most of all is historical perspective so that we may be able to appreciate what has been done by our predecessors in the field in which we are working, profit by their successes, and avoid the mistakes they made.

Chas. W. Groves, Champaign, Illinois

MAILING LIST of

Teachers and High School Seniors

Filed by States and Counties.

Price Teachers Lists, per M. \$5.00

—H. S. Seniors, per M. \$7.50

The leading business colleges are my patrons

LISTS GUARANTEED UP-TO-DATE
SEND ME YOUR ORDER

DIPLOMAS

For Business Colleges and Public Schools

Catalog and Samples Free.

We specialize in Made-to-order Diplomas

Resolutions Engrossed

Diplomas Neatly Filled

Art Calendars and Advertising Novelties, Attractive Lines

Best Quality—Reliable Service

Engrossers **HOWARD & BROWN** Printers

Rockland, Maine



Special attention given to reproduction of Script and Penmanship Copies

The Terry Engraving Co.

Engravers
Designers
Illustrators

Columbus, Ohio

How To Sell—And What?

Money Makers' Magazine—"The Main Entrance to Successful Selling." Tells how, when and what to sell. You in touch with fastest selling lines and hundreds of reliable manufacturers—many of whom require no previous experience. Famous contributors: "brass" and "steel" departments; interviews with successful men and men. \$2.00 a year. Special combination price with "The Business Educator" both for \$2.25. Sample copy

HOW TO SELL

Department B. E., 22 W. Monroe St., Chicago, Illinois

A Business of Your Own

A position or profession in the world offers you the opportunity for advancement or the money-making possibilities unless you "are your own boss." No one ever became rich working for the "other fellow." Did you ever know a wealthy penman? I can show you how to make some "real money" if you want to make it. My literature is yours for the asking.

C. F. BEHRENS, Consulting Chemist
O. Box 573 Cincinnati, Ohio



There are many penholders on the market; but the MAGNUSSON PROFESSIONAL is the only penholder that has won its reputation on its own merit for ornamental writing. The thin stem which is so desirable cannot be made successfully with an automatic lathe, therefore they are HAND MADE of selected rosewood. (Look for the brand.) The A. "Magnusson Professional" hand turned holders are adjusted specially for penmanship. 8 1/2 inch plain, each 35c; 8 inch inlaid, 75c; 12 inch plain, 75c; 12 inch inlaid, \$1.35.

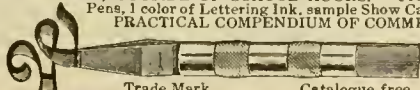
A. MAGNUSSON, 208 N. 5th STREET, QUINCY, ILL.

A PROFITABLE VOCATION

Learn to Letter Price Tickets and Show Cards. It is easy to do RAPID, CLEAN CUT LETTERING with our improved Lettering Pens. MANY STUDENTS ARE ENABLED TO CONTINUE THEIR STUDIES THROUGH THE COMPENSATION RECEIVED BY LETTERING PRICE TICKETS AND SHOW CARDS, FOR THE SMALLER MERCHANT, OUTSIDE OF SCHOOL HOURS. Practical lettering outfit consisting of 3 Marking and 3 Shading Pens, 1 color of Lettering Ink, sample Show Card in colors, instructions, figures and alphabets prepaid \$1.00

PRACTICAL COMPENDIUM OF COMMERCIAL PEN LETTERING AND DESIGNS, 100 Pages 8x11, containing 122 plates of Commercial Pen alphabets finished Show Cards in colors, etc.—a complete instructor

for the Marking and Shading Pen, prepaid, One Dollar. THE NEWTON AUTOMATIC SHADING PEN CO. Dept. B. PONTIAC, MICH., U. S. A.



Trade Mark

Catalogue free.



(Continued from 4th preceding page)

First, multiply each by 7, naming products only; thus, say, "21, 0, 35."

Second, multiply by 7, and add 1, as if carried; thus, say, "1, 43,"

Third, multiply by 7, and add 2, carried, saying, "58, 16,"

Fourth, multiply by 7, and include 3, saying, "17, 66,"

Fifth, multiply by 7, and add 4, saying, "32, 4,"

Sixth, multiply by 7, and add 5, saying, "26, 47,"

Seventh, multiply by 7, including 6, saying, "41, 27,"

Scientific Problems for the Multiplier 7.

Each of the 70 combinations involved in multiplying members by 7, appears in the following set of five problems. Practice on the preliminary drill until these problems can be solved in from 35 seconds to 1 minute, 45 seconds, with no errors. In solving merely say, "14, 29, 23,"

(1)	(2)
10634543150342	12924773826558
7	7
(3)	(4)
11716604702230	8496769518594
7	7
(5)	
9583627897539	
7	

To Multiply by 8.

The 80 number facts with which we should be familiar in order to be able to multiply any number by 8, are: 8×0 , $(8 \times 0) + 1$, $(8 \times 0) + 2$, $(8 \times 0) + 3$, and so on, to $(8 \times 9) + 7$. These are presented in the drill given below:

Drill for the Multiplier 8.

Multiply by 8:	3	6	1	5	0	8	4	7	2	9
Multiply by 8, and add 1:	8	8	8	8	8	8	8	8	8	8
Multiply by 8, and add 2:	2	7	5	0	9	4	8	1	6	3
Multiply by 8, and add 3:	8	8	8	8	8	8	8	8	8	8
Multiply by 8, and add 4:	4	2	6	1	5	7	3	8	0	9
Multiply by 8, and add 5:	8	8	8	8	8	8	8	8	8	8
Multiply by 8, and add 6:	2	0	3	7	1	6	8	4	9	5
Multiply by 8, and add 7:	8	8	8	8	8	8	8	8	8	8
Multiply by 8, and add 8:	1	3	6	0	4	7	2	8	5	9
Multiply by 8, and add 9:	8	8	8	8	8	8	8	8	8	8

Multiply by 8, and add 5:

0	6	1	7	2	5	3	8	4	9
8	8	8	8	8	8	8	8	8	8
Multiply by 8, and add 6:									
5	8	0	4	6	1	9	3	7	2
8	8	8	8	8	8	8	8	8	8
Multiply by 8, and add 7:									
7	1	4	2	8	0	9	5	3	6
8	8	8	8	8	8	8	8	8	8

First, multiply each by 8, naming products only; thus, say, "24, 48, 8,"

Second, multiply by 8, and add 1, as if carried; thus, say, "17, 57, 41,"

Third, multiply by 8, and include 2, carried, saying, "34, 18, 50,"

Fourth, multiply by 8, including 3, carried, saying, "19, 3, 27,"

Fifth, multiply by 8, and add 4, saying, "12, 28, 52,"

Sixth, multiply by 8, and add 5, saying, "5, 53,"

Seventh, multiply by 8, adding 6, saying, "46, 70,"

Eighth, multiply by 8, including 7, saying, "63, 15,"

Scientific Problems for the Multiplier 8.

The five problems include the 80 combinations given above. They should be solved, without error, in from 40 seconds to 2 minutes. Name final results only; thus, say, "24, 26,"

(1)	(2)
1226551602502133	1037572054434140
8	8
(3)	(4)
959389286484617	797317748853699
8	8
(5)	
662981924678358	
8	

To Multiply by 9.

Multiplying each of the numbers 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9 by 9, and combining each of the products thus developed with the carrying numbers 1, 2, 3, 4, 5, 6, 7, and 8 produces the 90 essential number facts incident to multiplying miscellaneous numbers by 9. These are given below:

Scientific Problems in Multiplication

(1)	(2)	(3)	(4)
1876	23050342	13453144230220	79399038184887
2	4	7	9

(Continued on 2nd following page)

Drill for the Multiplier 9.

Multiply by 9:	8	2	5	1	7	3	6	0	9
Multiply by 9, and add 1:	9	9	9	9	9	9	9	9	9
Multiply by 9, and add 2:	5	3	1	6	4	8	0	2	7
Multiply by 9, and add 3:	9	9	9	9	9	9	9	9	9
Multiply by 9, and add 4:	1	7	3	8	0	6	4	9	2
Multiply by 9, and add 5:	9	9	9	9	9	9	9	9	9
Multiply by 9, and add 6:	3	6	2	7	4	1	8	5	0
Multiply by 9, and add 7:	9	9	9	9	9	9	9	9	9
Multiply by 9, and add 8:	2	0	3	1	5	8	4	6	9
Multiply by 9, and add 9:	9	9	9	9	9	9	9	9	9
Multiply by 9, and add 10:	6	3	0	7	1	4	2	9	5
Multiply by 9, and add 11:	9	9	9	9	9	9	9	9	9
Multiply by 9, and add 12:	4	7	2	8	5	0	6	3	9
Multiply by 9, and add 13:	9	9	9	9	9	9	9	9	9
Multiply by 9, and add 14:	5	2	6	0	8	3	1	9	4
Multiply by 9, and add 15:	9	9	9	9	9	9	9	9	9
Multiply by 9, and add 16:	9	3	7	1	8	0	5	2	6
Multiply by 9, and add 17:	9	9	9	9	9	9	9	9	9

First, multiply each of the digits by 9, naming products only; thus, merely say, "72, 18, 45,"

Second, multiply by 9, and add 1, as if carried, saying, "46, 28, 10,"

Third, multiply by 9, and add 2, as if carried, saying, "11, 65, 29,"

Fourth, multiply by 9, and include 3, carried, saying, "30, 57, 21,"

Fifth, multiply by 9, adding 4, carried, saying, "22, 4, 31, 13,"

Sixth, multiply by 9, including 5, saying, "59, 32, 5, 68,"

Seventh, multiply by 9, and add 6, saying, "42, 69, 24,"

Eighth, multiply by 9, adding 7, saying, "52, 25, 61,"

Ninth, multiply by 9, and add 8, saying, "89, 35, 71,"

Scientific Problems for the Multiplier 9.

This set of problems includes every possible condition incident to multiplying miscellaneous numbers by 9. If the preliminary drill given above has been mastered, one should solve

HIGGINS' ETERNAL INK-ENGROSSING INK

WRITES EVERLASTINGLY BLACK



THE ETERNAL INK is for general writing in plain or fountain pens.
THE ENGROSSING INK is for special writing, engrossing, etc.
These inks write black from the pen point and stay black forever: proof to age, air, sunshine, chemicals and fire.

At Dealers Generally
CHAS. M. HIGGINS & CO., MFR.
271 NINTH ST. BROOKLYN, N. Y.

Leather Covers for Resolutions and Testimonials

FLEXIBLE, size $7\frac{1}{2} \times 10\frac{1}{4}$ inches.

Genuine Seal\$6.00
Seal Grain 5.00

PADDED, size $6\frac{1}{2} \times 8\frac{1}{2}$ inches.

Genuine Seal\$5.50
Seal Grain 4.50

Write for Prices on more Elaborate Bindings.

We Engross and Illustrate Resolutions. Our Specially Designed Diplomas for the better schools have a National Reputation. Write us your needs.

B. C. KASSELL COMPANY
Engravers, Engravers, Lithographers
105 North Clark Street
Chicago, Illinois

COURSES BY MAIL

Normal, High School, Business, Law, Engineering and College Courses leading to the regular College and Graduate degrees thoroughly taught by mail. No time to enroll. For special rates address

CARNEGIE COLLEGE, Rogers, Ohio.

Law-Accountancy Scholarship

combined leading to Bachelor of Accounting and Bachelor of Laws for \$100. Standard texts loaned free. 17 payments. Address CPA.

1858 Ingleside Terrace, Washington, D. C.

B. C. S. DEGREE HOME STUDY OTHER COURSE

including Accounting, Law (LL.B.) Spanish Salesmanship, High School, Normal, Pedagogy (M. Pen.), Resident and Extension.

WRITE TODAY

Peoples College, Box 534, Ft. Scott, Kansas

T PAYS TO TEACH PENMANSHIP

(This letter won first prize in Contest No. 20 as announced in our February issue.)

For nine years I taught History, literature, and like subjects. During the past three years I have taught Penmanship, which I find much more enjoyable and profitable.

Young people appreciate good handwriting and desire to possess it. Hence they are grateful to you when the end of the year comes and they have won a Business Educator Certificate, which is a definite reward for accomplishment in penmanship. The hours of instruction and practice necessary before the certificate can be won are enjoyable to teacher and students alike. Many have told me so, and I speak honestly for myself.

After teaching nine years with an average salary of about one thousand dollars, I began to practice penmanship with A. P. Meub and the Zanerian. In one year I doubled my salary and in three years I have increased it two and one-half times.

My greatest satisfaction comes, however, from the joy of better writing and teaching others to write well.

A. C. EVANS,

Pasadena High School, Pasadena, Calif.

WONDER ADDING MACHINE \$2.50

(Works like \$100 Machine)

Marvelous metal machine subtracts and adds accurately and quickly, up to \$9,999,999.99. Saves time, money and space. Fits coat pocket. Worth ten times cost. Guaranteed. \$2.50 prepaid. Agents Wanted Everywhere. CAN EARN BIG MONEY

THUR AGENCY, 1780 Broadway, New York

PENMANSHIP

for Bookkeeping Texts, Writing Books, Business Correspondence Texts, etc., prepared in India Ink for engraving.

S. E. LESLIE

3201 Euclid Ave. Cleveland, Ohio

Gaskell's Compendium of Penmanship

By G. A. GASKELL

This is the famous, pioneer penmanship course of which more than two hundred and fifty thousand were sold at one dollar per set during a period of ten years, beginning about 1873.

The course contains twenty complete lessons, each lesson being on a separate sheet about 4x9 inches in size. There is also one large sheet of ornamental penmanship 13x17 inches. An illustrated instruction book gives complete directions for each lesson and shows the proper position of body, hand, pen, etc.

This work is well worth the price to any one interested in penmanship, if for no other purpose than to note the progress that has been made in handwriting during the past fifty years. It also shows where some of the present penmen and teachers secured some of their ideas.

Price postpaid, 60 cents.
ZANER & BLOSER CO.
Penmanship Specialists Columbus, O.

THE MILLS Summer School of Penmanship

at the Rochester Business Institute During the Month of July
If you desire the latest methods in penmanship instruction you should send for information regarding this course.
P. C. MILLS,
P. O. Drawer 982 Rochester, N. Y.



TRUTH

The truth about the oblique holder is simply this: **First**—A holder longer than four inches adds no value whatever to it. **Second**—A long, thin stem is easily broken, and makes the holder unhandy. **Third**—The clip must be properly set and adjusted, or the holder is of little or no value. **Fourth**—My four inch holder is the best, costs more, worth it. R. C. KING, 701 Metropolitan Life Bldg., Minneapolis, Minn.



LEARN AT HOME DURING SPARE TIME
Write for book. "How to Become a Good Penman," and beautiful specimens. Free. Your name on card if you enclose stamp. F. W. TAMBLYN, 406 Ridge Bldg., Kansas City, Mo.



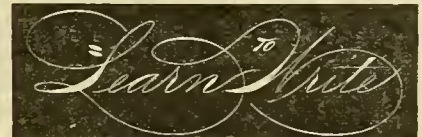
LEARN ENGRASSING

in your spare time at home.

Thirty Lesson Plates and Printed Instructions mailed to any address on receipt of two dollars. Cash or P. O. Money Order.

P. W. COSTELLO
Engrasser, Illuminator and Designer

Odd Fellows Hall Bldg., SCRANTON, PA.



Persons receiving my simplified instructions are amazed how quickly they become expert penmen. Let me make YOU an expert. Your name written on cards and full details free. Write today. A. P. MEUB, Expert Penman, 2051 N. Lake Ave., Pasadena, Cal.

A MASTER PENMAN

always commands a better salary. Our home study course will give you and our Service Department will help you. Master of Penmanship (M. Peo.) conferred. Write,

CHAS. W. MYLIUS,

Peoples College Fort Scott, Kansas

ORDERS are COMING

thick and fast for the MADARASZ BOOK which contains 32 pages of the finest penmanship in the world, as follows: 2 sets of Ornamental Capitals, 1 set of Business Capitals and small letters, 1 set of Ladies Hand Capitals, 1 Bird flourished, 1 Swan flourish, 82 written cards and 60 lines of ornamental writing in poetry and quotations. Money refunded if you are not satisfied.

Price, 15 two-cent Stamps

The book is more than thirty times this very small amount.

C. W. JONES, 224 Main St., Brockton, Mass.

Professional Penmen

Adolph O. Ambrose, Card Carving Artist, Janesville, Wis. Sample, 15c.

Paul H. O'Hara, Maury High School, Norfolk Va. Courses as follows: Business and Ornate (Mills' style). Roundhand, Lettering, Rowe Bk. and Acety. Extension course. All sets. High standards. Investigate.

D. A. O'Connell, Penman, LeSueur, Minn. Signatures a specialty. Samples 20c.

H. Tober, Card-Writer and Printer. Send for samples of cards and cases. 2980 White Ave., Fresno, Calif.

(Your name in this column will cost only a small sum. Ask about it.)

A Business College Course

At Home Bookkeeping, Short-

hand, Salesmanship, Civil Service. Graduates earn \$100 to \$200 a month. Our School is one of the great system of Brown's 22 Business Colleges. 17th year. Thousands from all the walks of life have learned successfully.

Write for FREE book of testimonials and particulars of all courses.

Mention Course preferred.

BROWN'S HOME STUDY SCHOOL
300 Liberty Bldg. PEORIA, ILL.

ROBIN CARDWRITERS MAKE BIG MONEY WITH MY NEAR NATURE FLOURISHED CARDS. SAMPLE DESIGNS ONLY 10c. DOWIGHT L. STOODARD, R.D. 8x8, INDIANAPOLIS, IND.

USE Cts. MAKE \$5

H. J. WALTER, Penman

Studio No. 2, 313 Fort St., Winnipeg, Canada

ENGRASSING and Penwork of every description. Illuminated Addresses, Diplomas and Certificates filled, Script for Business Colleges and Commercial Advertising.

Business Penmanship by Correspondence Course. Written Visiting Cards, 3 doz. \$1.00. YOUR NAME in choice Illuminated Script, \$1.00.

I am confident I can please you.



GEMS of the Pen

1 doz. white cards, ornate style, 25c; 15 cards (RAINBOW ASSORTMENT) all different colors except black inks, and black inks, 15c.

ed in gold, white 50c; ornate poem BOX 411, PORTLAND, IND. on blue paper with gold, white 25c; your name and address on Magic Puzzle Card, 15c; large sheet engraving, 50c; Genuine Leather CARD CASE, 25c. ALL OF THE ABOVE..... \$1.00
CARDWRITERS and PENMEN—Send 10c for samples of lodge, comic and other black cards, etc.

HOW TO PAINT Signs and Sho' Cards

(See review in January issue of B. E.)

Our book gives a complete course of instructions, enabling any one to learn to paint good signs. WHY NOT MAKE YOUR OWN either for your business or for others?

Contents: Alphabets, Composition, Color Combinations, How to Mix Paints, Show Cards, Window Signs, Banners, Board and Wall Signs. Ready Made Letters, Gilding, Commercial Art and Tricks of the trade—Contains 100 alphabets and designs. Cloth bound, size 7x5 ins. Price, \$1.10 postpaid.

J. S. Ogilvie Pub. Co., 217 Rose St., New York

Meub's Professional Oblique Penholders

MR. S. E. LESLIE, Spencerian College, Cleveland, Ohio, one of America's finest penmen, says: "I like the adjustment of your holders better than any I have ever used. Every penman in the country should be supplied."

Handmade and inlaid with the finest woods. Send check for yours today. \$1.25 postpaid. Your money back if not satisfied.

A. P. MEUB, 2051 N. Lake Ave., Pasadena, Calif.

ROUNDHAND for BEGINNERS

Copy and Instructions by

E. A. LUPFER, Zanerian College of Penmanship
Columbus, Ohio

In work where the price paid necessitates speed and not the highest type of skill the first stroke of **A**, **N**, **M** should be made upward. In the most accurate kind of work some of the best script writers make the first stroke downward. Try it both ways.

The first stroke of **A** should slant considerable. The second stroke begins with a hair-line and gradually widens

into a full shade. Study the shape and slant. The finish stroke should be a well balanced, full loop, dividing the first hair-line stroke in the middle. Study the slant and shape of it. The more you study detail the better results you will secure.

The **N** begins much like **A**. The light lines are parallel and on same slant as up strokes. The shade begins

and ends with a hair-line and has beautiful bulged shade. Notice the slant of this stroke and the slant of the entire letter. You may shift the elbow slightly to the right in making the shade. Make the dots carefully and off the base line.

The **M** should not have too much curve in shaded strokes. The left should be pointed at the top. Study the space between light lines and shade the slant of each stroke and shape shades. The turns at the base should be narrow. It is important to learn to make good capitals.

After mastering the letters work the words in the copy and similar words.

A. A. A. A. A. A. Alice. Annabel. Hakomian
M. M. M. M. M. M. May. Maurice. Milwaukee
L. L. L. L. L. L. Vera. Nevada's. Newcastle

GOFF

(Continued from 2nd preceding page)

these five problems in from 45 seconds to 2 minutes, 15 seconds, with no errors.

Results only should be named; thus, say, "72, 25, 29,"

(1) 103981917637746328 9	(3) 58922678455011566 9
(2) 69358867400234422 9	(4) 79518426495713047 9

(5) 2597 2	(6) 17864827 4	(7) 11655624703366 7	(8) 892973717263616 9
(9) 3509 2	(10) 16552760 4	(11) 10483757527174 7	(12) 49197884282757 7
(13) 4682 2	(14) 14389358 4	(15) 9891969398495 7	(16) 695625453515240 9
(17) 4301 2	(18) 10997469 4	(19) 7905862878268 7	(20) 659503141323021 9
(21) 307537 3	(22) 1865297565 5	(23) 15-370352335 6	(24) 12060350142324 8
(25) 268634 3	(26) 1599345403 5	(27) 138543040220 6	(28) 10376261545523 3
(29) 251461 3	(30) 1788495366 5	(31) 119674463266 6	(32) 875716336647 8
(33) 200478 3	(34) 1390772327 5	(35) 106882775718 6	(36) 8595848682810 8
(37) 199589 3	(38) 1080462420 5	(39) 89299479649 6	(40) 6892991949799 9

Scientific Problems in Multiplication.

The solution of the forty problems following embraces the 440 possible number facts relating to the multipliers 2, 3, 4, 5, 6, 7, 8, and 9; and, hence, includes all that is essential to the solution of any problem in multiplication. One's efficiency in multiplying numbers is measured by his ability to solve these problems quickly and accurately. The time required for perfect work is dependent upon native ability and previous training, but, in general, this set should be solved, in from 6 minutes to 18 minutes. In developing the products, be sure to short-circuit the work by naming only final results.

Note.—This article will be followed in the next issue by a scientific treatment of the subject of Division.

Time Table for Scientific Problems in Multiplication.

	Excellent	Average	Poor
Multiplier 2 (5 problems, 4 figures wide)	10 sec.	20 sec.	30 sec.
Multiplier 3 (5 problems, 6 figures wide)	15 sec.	30 sec.	45 sec.
Multiplier 4 (5 problems, 8 figures wide)	20 sec.	40 sec.	1 min.
Multiplier 5 (5 problems, 10 figures wide)	25 sec.	50 sec.	1 min. 15
Multiplier 6 (5 problems, 12 figures wide)	30 sec.	1 min.	1 min. 30
Multiplier 7 (5 problems, 14 figures wide)	35 sec.	1 min. 10 sec.	1 min. 45
Multiplier 8 (5 problems, 16 figures wide)	40 sec.	1 min. 20 sec.	2 min.
Multiplier 9 (5 problems, 18 figures wide)	45 sec.	1 min. 30 sec.	2 min. 15
Complete Set (40 problems)	6 min.	12 min.	18 min.

BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

Penmanship Stories and Busy Work, by H. B. MacLean and Frank H. Arnold. Published by Frank H. Arnold, Supervisor of Writing, Spokane, Washington. Paper cover, 46 pages.

The first part of this book contains a number of stories that Mr. Arnold has found useful in teaching penmanship. The titles of some of these stories will suggest their purpose. There is the story of the Make-Believe Flying Machine, The Football Oval, The Talking Knuckle, The Sick Pencil, The Gum-Chewing Thumb, The Mouse Trap, Helping the Janitor, The Fox Who Lost His Tail, Six Letters Live in Two Rooms, The Fairies and the Rain, The Boat Letters, The Game of Wiggle Waggle.

These stories suggest to the teacher how to catch and hold the interest of the pupils and turn it toward the pupils' problems in learning to write. The stories will not only be helpful themselves, but they will suggest many other stories and devices that the teacher can use.

The second part of the book contains a number of suggestions for busy work with sticks, letters, writing and miscellaneous devices.

Practical Economics, by Henry P. Shearman, Professor of Economics, Duquesne University. Published by McGraw-Hill Book Company, New York. Cloth cover. 388 pages.

A simple and concrete statement of economic theory emphasizing the relation of economics to business conditions and business practice. Written in a clear, interesting style, with appropriate and forceful illustrations drawn from current business practice.

Contents: I—Economics; Its Purpose and Value. II—Nature as a Factor in Production. III—Man as a Factor in Production. IV—The Qualities Determining the Efficiency of Labor. V—The "Division of Labor." VI—Capital as a Factor in Production. VII—The Two Important Functions Performed by Capital in Modern Production. VIII—Organization as a Factor in Production. IX—Large-Scale Organization. X—The Economics of Large-Scale Organization. XI—Origin and Nature of Value. XII—The Law of Demand and Supply. XIII—The Forces Behind Demand. XIV—The Determination of Total Demand. XV

—The Forces Behind Supply. XVI—Influence of Cost on Price. XVII—Influence of Cost and Utility on Price. XVIII—The Influence of Monopoly on Price. XIX—Price Regulation and the Law of Demand and Supply. XX—Money and Our Monetary System. XXI—Deposit Currency and Banking. XXII—Changes in the Value of Money. XXIII—Causes and Effects of Price Changes; and Foreign Exchange. XXIV—The Distribution of Wealth. XXV—Rent. XXVI—Wages; Factors on the Demand Side. XXVII—Wages; Factors on the Supply Side. XXVIII—Interest. XXIX—Profit

Advanced Accounting, by George E. Bennett, A.B., LL.M., C.P.A., Professor of Accounting, College of Business Administration, Syracuse University. Published by McGraw-Hill Book Company, New York. Cloth cover. 661 pages.

This is an unusually complete textbook, designed to familiarize the student and practitioner of corporation accounting with the laws and methods of corporate organization. In addition to the discussion of corporation accounting the book contains a complete treatment of fiduciary accounting and the financial statements of parent and holding companies.

Contents: I—Single and Double-Entry; Principles and Terms. II—Specific Real and Nominal Accounts. III—Partnerships; Ventures; Contracts; Manufacturing Control. IV—Corporations; Definitions; Opening Entries. V—Corporations; Organization; Records. VI—Investments: Stocks, Bonds and Mortgages. VII—Depreciation; Reserves and Reserve Funds; Surplus and Dividends. VIII—Corporate Obligations; Bonds Payable; Sinking Fund. IX—Balance Sheet; Profit and Loss Statement. X—Statement Analysis: For Credit Purposes. XI—Statement Analysis: For Investment Purposes. XII—Mergers versus Consolidations. XIII—Parent versus Holding Companies; Consolidated Statements. XIV—Fiduciary Statements: Decedents' Estates. XV—Fiduciary Statements: Insolvents' Estates. XVI—Fiduciary Statements (Continued) Trustees' Trading; Statement of Realization and Liquidation.

Applied Business Correspondence, by Herbert Watson. Published by the A. W. Shaw Company, Chicago. Cloth cover. 599 pages.

In this course Mr. Watson has brought together many years of experience of the correspondence experts of the Shaw organization and several

years of work which had been undertaken preparatory to publishing a course in business correspondence, which would adequately reflect this experience. To this unique background he added the lessons crystallized during the years he himself had experienced in selling and business correspondence.

Mr. Watson was formerly in charge of the mail sales departments of the A. W. Shaw Company, has been similarly connected with other concerns, and has for a number of years maintained in New York offices as an advertising and sales specialist.

To the reader not interested in undertaking a supervised course in business correspondence this book, therefore, supplies several of those distinctive characteristics of a course of study ordinarily not to be expected of a book. It contains complete machinery for the application step by step of its exposition. The division in the treatment is in fact so marked that the portion of the text providing specific application can be skipped, and the exposition, alone—in itself a complete text on business correspondence in the usual sense of the expression.

The book is divided into eleven parts: Part 1, Sizing Up the Work Your Letter Must Do; Part 2, Expressing Feeling or Ideas in Words; Part 3, Overcoming Indifference or Opposition; Part 4, How to Make Your Meaning Clear; Part 5, How to Make Your Letter Sincere; Part 6, How to Make Your Letter Persuasive; Part 7, How to Make Your Letter Get Action; Part 8, How to Make Your Letter Grip Attention; Part 9, Planning Letterheads, Envelopes and Enclosures; Part 10, Organizing Correspondence Work, and Testing Letters; Part 11, Materials for Letters and Uses for Them.

Home Building, by Dwight L. Stoddard. Published by Stoddard Publishing Company, 354 W. Raymond, Indianapolis, Ind.

The author states his object to be "To show at one glance just how to build a home." The book contains over 200 illustrations showing floor plans, elevations, and many details of construction. There are also valuable suggestions as to materials and methods of building.

Practical Spanish Grammar, by George R. McDonald. Published by Isaac Pitman and Sons, New York. Cloth cover. 157 pages.

A course of lessons carefully graded and arranged on the most modern lines combining simple grammatical rules with selected vocabularies and exercises and conversational sentences.

20th Century Bookkeeping AND Accounting



Adopted by the New York Board of Education, Newark (N.J.), Board of Education and by the North Carolina State Board of Education

STYLE BOOK OF BUSINESS ENGLISH

Including Duties of a Private Secretary, Card Indexing and Record Filing

"I have received a copy of 'Style Book of Business English' and wish to say that it impresses me as being a very valuable publication and one which should be very helpful to the schools in the matter of business correspondence."—*Edw. W. Stitt, District Superintendent of Schools, New York City.*

"Your 'Style Book of Business English' is the only text that I know of that contains completely and in lesson form all the points on business correspondence needed by students of stenography, bookkeeping and typewriting."—*Leo. P. Callan, St. John's College, Brooklyn, N. Y.*

"The 'Style Book of Business English' is a splendid book and will prove a help to anyone who has to write a business letter. This work contains a good deal of information valuable to any person, for nearly every one has at some time or other to write on matters of business. The many model forms are carefully planned and well placed; the review questions are an excellent and stimulating feature; and the fund of general information on systems and methods is extremely valuable. I heartily and sincerely commend the book, believing it to be a real aid to attainment of correct form in business correspondence."—*Prof. Arthur J. Weston, Stevens Institute of Technology, Hoboken, N. J.*

Seventh Edition Revised. Cloth Gilt, 272 Pages. Specimen Pages Free

ISAAC PITMAN & SONS, 2 West Forty-fifth Street, NEW YORK

Publishers of "Course in Isaac Pitman's Shorthand," \$1.60
"Practical Course in Touch Typewriting," 85c. Adopted by the New York Board of Education.

ART AND CRAFT WORK

Guide to School Handicrafts. By Herbert Turner. 40 illus. 125 pp. \$2.00.

This book has been written as a guide for teachers who have little or no experience of craft work.

The following crafts are dealt with in their elementary stages: Wood carving, Repousse, Clay Modelling, Inlay and Overlay, Book-binding, Bent Ironwork, Stencil Cutting, Coloured Woodwork, Basketry, Pottery, Embroidery, Knotting and Network, Fretwork, Wood Block Lettering, Pokerwork, and Design for Craft Work.

A great deal of information of a practical nature is given, such as the minimum requirements in tools for each craft, materials, detailed description of actual processes, capital cost, annual cost, and a most useful bibliography.

Manuscript Writing and Lettering. A handbook for Schools and Colleges. By an educational expert. Second Edition. Many illus. and plates. 163 pp. \$2.00.

Writing and Illuminating and Lettering. By Edward Johnson. Seventh Edition. 512 pp., 227 illustrations and diagrams by the Author and Noel Rooke. 8 pages of Examples in Red and Black. 24 pages of Collotype Reproductions. \$3.50.

Extract from "The Athenaeum"

"... This book belongs to that extremely rare class in which every line bears the impress of complete mastery of the subject. We congratulate Mr. Johnson on having reproduced a work at once original and complete."

Stencil Craft. By Henry Cadness. Color Decoration by Means of Stenciling. With 120 illus. \$3.50.

A craft of much artistic and industrial importance is dealt with in such a way as to make it of interest from an educational point of view, and to be a help in the training of hand and eye for the production and application of decorative work by the pupils.

Cabinet-Making, The Art and Craft Of. By D. Denning. 219 illus. 320 pp. \$2.50.

A practical handbook to the Construction of Cabinet Furniture, the Use of Tools, Formation of Joints, Hints on Designing and Setting Out Work, Veneering, etc.

Leather Work: Stamped, Moulded, Cut, Cuir-Bouilli, Sewn, etc. By Charles G. Leland. Third Edition. 96 pp., with numerous illustrations. \$2.00.

Dress Design. An Account of Costume for Artists and Dress-makers. By Talbot Hughes. 362 pp. \$4.00.

A Handbook on Historic Costume from early times, containing over 600 Figures, 35 Collotype Reproductions of 100 specimens of Genuine Dresses, besides 80 Sealed Patterns taken from Antique Apparel, together with over 400 Illustrations of Head-dresses and Footwear.

Hand-Loom Weaving. By Luther Hooper. 368 pp., 125 Drawings by the Author and Noel Rooke. Colored and Collotype Reproductions. \$3.50.

Every phase and process in weaving is described with so clear and careful an exactitude that, helped as the text is by the Author's sketches and diagrams, the reader should have no difficulty in conquering with its aid the rudiments of the craft.

Wood Carving. By Charles G. Leland, M.A. 162 pp., with numerous illustrations. Fifth Edition. Revised. \$2.00.

Bookbinding and the Care of Books. By Douglas Cockerell. With drawings by Noel Rooke. Fourth Edition. 352 pp., with 122 drawings. \$3.50.

ISAAC PITMAN & SONS, 2 West Forty-fifth Street, NEW YORK



First announcement of

ZANER METHOD

Penmanship Phonograph Records

Especially prepared for teaching Penmanship under the direction of R. B. Moore of the Zaner-Bloser Co. Set of five records covers the work in all grades.

Stimulate greater interest in penmanship on part of both teachers and pupils.

Furnish pupils with correct vocal and instrumental rhythmical counts for various exercises and all capital and small letters.

Enables teacher to give more attention to position and form of letters, while lesson is in progress.

Makes teachers and pupils look forward to the Penmanship lesson with pleasant anticipation.

Sample record for teaching ovals and push-pull exercises and model upper grade lesson sent postpaid for \$2.50.

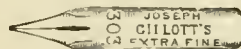
Zaner and Blaser Company
Penmanship Specialists
Columbus, Ohio

Gillott's Pens

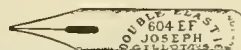
The Most Perfect of Pens



PRINCIPALITY PEN, No. 1



VICTORIA PEN, No. 303



DOUBLE ELASTIC PEN, No. 604 E. F.



MAGNUM QUILL PEN, No. 601 E. F.

GILLOTT'S PENS have for seventy-five years stood the most exacting tests at the hands of Professional and Business Penmen. Extensively imitated but never equalled, GILLOTT'S PENS still stand in the front rank, as regards Temper, Elasticity and Durability.

SOLD BY ALL DEALERS

Joseph Gillott & Sons

ALFRED FIELD & CO., Inc., Sole Agents

93 Chambers St.

NEW YORK

PENMANSHIP SUPPLIES

Prices subject to change without notice. Cash should accompany all orders.

All goods go postpaid except those listed to go by express, you to pay express charges. Of course, when cheaper, goods listed to go by express will be sent by parcel post, if you pay charges.

PENS

Zanerian Fine Writer Pen No. 1.
1 gr.....\$1.75 ¼ gr.....\$.50 1 doz.....\$.20

Zanerian Ideal Pen No. 2, Zanerian Medial Pen No. 3,
Zanerian Standard Pen No. 4, Zanerian Falcon Pen No. 5,
Zanerian Business Pen No. 6.
1 gr.....\$1.25 ¼ gr.....\$.40 1 doz.....\$.15

Special prices in quantities. We also handle Gillott's, Hunt's,
Spencerian and Esterbrook's pens. Write for prices.

Broad Pointed Lettering Pens.
1 Complete set (12 pens).....\$0.35

½ doz. single pointed pens, 1, 1½, 2, 2½, 3, 3½......20
(The pens most used by letters and engrossers)

½ doz. single pointed pens......15
½ doz. double pointed pens......35

1 doz. single pointed, any No......25
1 doz. double pointed, any No......60

PEN HOLDERS

Zanerian Fine Art Oblique Holder, Rosewood:
11½ inches.....\$1.25 8 inches.....\$1.00

Zanerian Oblique Holder, Rosewood:
11½ inches.....\$.85 8 inches.....\$.75

Zanerian Expert Oblique Holder, 7½ inches:
1 only.....\$.20 1 doz.....\$1.25 ½ gr.....\$6.50

½ doz......75 ¼ gr.....3.50 1 gr.....12.00

Excelsior Oblique Holder, 6 inches:
1 only.....\$.15 1 doz.....\$1.20 ½ gr.....\$5.50

½ doz......70 ¼ gr.....3.00 1 gr.....10.00

Zaner Method Straight Holder, 7½ inches:
1 only.....\$.15 1 doz.....\$.90 ½ gr.....\$4.00

½ doz......50 ¼ gr.....2.50 1 gr.....7.50

1 Triangular Straight Holder, 7¼ inches.....\$0.20

1 Triangular Oblique Holder, 6 inches......20

1 Central Holder, hard rubber, 5¾ inches......25

1 Correct Holder, hard rubber, 6¾ inches......25

1 Hard Rubber Inkstand......55

1 Good Grip Penpuller......10

1 Inkholder for Lettering......10

1 All-Steel Ink Eraser......60

Z. M. No. 9 PAPER

100 sheets, postpaid.....\$0.50

1 package, 500 sheets......85

(Not prepaid. Weight 6 lbs. Ask your postmaster what
parcel post charges will be. Special prices on 50 packages or
more.)

INKS

Zanerian India Ink:
1 bottle.....40c 1 doz. bottles express.....\$4.00

1 bottle Zanerian Gold Ink......25

1 bottle Zanerian School Ink......20

CARDS

White, black and six different colors:
100 postpaid, 30c; 500 express (shipping weight 2 lbs.),
\$1.00; 1000 express (shipping weight 4 lbs.), \$2.00.

Flourished Design Cards:
With space for name. Two different sets of 12 each. Every
one different.

2 sets, 24 cards.....\$.20 6 sets, 72 cards.....\$.40

3 sets, 36 cards......25 12 sets, 144 cards......70

Write for new Penmanship Supply Catalog

ZANER & BLOSER CO., Penmanship Specialists, Columbus, Ohio



"A Plan of Teaching Beginning Bookkeeping that is Shot Through and Through with Human Interest."

That statement from a teacher's letter is typical of the hundreds of enthusiastic comments we have already received from teachers who have reviewed

Accountancy and Business Management

Never before has a bookkeeping text been published which presents such a simple and interesting approach to the study of the subject; in no other text is the pupil made to see the reasons for and the effects of business transactions.

The instruction in

Business Management and Control

is woven into and based on the transactions. The whole subject of bookkeeping and accounting is illuminated and vitalized by shifting the emphasis from routine record-keeping to the broader phases of management which utilizes those records in formulating policies and determining the scope of future operations.

Hundreds of questions like the following are discussed in immediate relation to specific situations as they arise in a going business:

- What is the basis on which credit is extended?
- When does the title to goods pass to the buyer?
- What is the economic justification for the middleman?
- How does the law of supply and demand operate?
- What is the purpose of keeping books of account?
- How is a bank account opened?
- What is the purpose in giving notes and trade acceptances?
- Is it good policy to accept defective goods returned for credit?
- Why is it not good business to oversell a customer?
- How does turn-over affect profits?

Not the least of the advantages which will accrue to your school from the adoption of ACCOUNTANCY AND BUSINESS MANAGEMENT is the

LOW PRICE

of the text, budget, and supplies. COMPARE THE PRICES.

Accountancy and Business Management, Part I, text, \$1.08

LABORATORY UNIT I

Budget of Transactions.....	\$0.40	Outgoing Papers	\$0.24
Blank Books	.50	Filing Envelopes	.06

These prices are subject to our regular school discounts.

Examination Copies Sent Without Charge to Teachers

The H. M. Rowe Co.

CHICAGO

BALTIMORE

SAN FRANCISCO

THE BUSINESS EDUCATOR

VOL. XXVIII

PROFESSIONAL EDITION, \$1.50 A YEAR

No. 8

April, 1923

PENMANSHIP
BUSINESS

ENGROSSING
EDUCATION

Help Others

and thus

Help
Yourself

(See page 25)

-E. BROWN, 1923-

ZANER-BLOSER COMPANY
COLUMBUS, OHIO



REMINGTON QUIET 12

THIS is the typewriter that every school needs for the instruction of its pupils.

Quiet in the schoolroom is important—how important every commercial teacher knows.

Quiet in the business office is equally important and the demand for it is great and

growing. It pays every school to consider the demands of business in choosing its typewriter equipment.

Every Remington quality—speed, durability, ease of operation, the “natural touch”—plus the incomparable quiet feature—all are contained in our latest product, the new Quiet 12.

REMINGTON TYPEWRITER COMPANY

374 Broadway

New York

Branches Everywhere



"Him and Her Has Went In"

*A sentence actually heard at a bathing beach.
Four mistakes in a sentence of six words.*

When one talks or writes he shows what he is. Do the pupils in your English class use the wrong words? Do they mispronounce words? Do they punctuate incorrectly? Is their vocabulary limited to ordinary words? Are the letters which they write stilted or commonplace?

The adoption of EFFECTIVE ENGLISH AND LETTER WRITING as a text in commercial English will correct these faults. This text teaches the use of the right word, the right form of the word, proper punctuation; it enlarges the vocabulary, and inspires the pupil to write and speak interestingly, forcefully, persuasively. Would you like to see this book? Complete Key for teachers.

Ask for a sample copy

A complete line of commercial books.

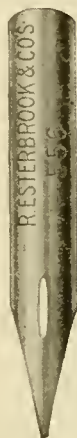
Ellis Publishing Company

Educational Publishers

Battle Creek,

Michigan

False Economy



To provide expert instruction in penmanship, and to provide anything but good pens and fresh pens to youthful penmen.

**School Pen
No. 556**

America's leading and most popular school pen. A fine pointed pen, suitable for all grades.

Esterbrook Pen Mfg. Co.

CAMDEN, N. J.

Canadian Agents, The Brown Bros., Ltd., Toronto

The Reference Book of Accounts

by ROBERT J. McINTOSH, Certified Public Accountant

*Third Edition—Revised—299 Large
Pages—Bound in Low Buckram—\$3.75*

An Authoritative Guide

to accounting and systematizing for accountants, auditors, instructors, school and college libraries, students of accounting, executives, merchants—for all who are interested in accounting and the analysis and preparation of financial statements.

The Reference Book of Accounts is not a long course of tedious reading, but a digest of up-to-date accounting practice arranged in such handy form that many accountants, instructors, etc., keep it on their desks for ready reference in solving various problems as they arise.

"I particularly recommend to bookkeeping and accounting teachers, that they read and study this book, and that they in turn recommend it to their students, as it will give to anyone in the shortest possible time, a thorough knowledge of accounting as practiced by the largest and most successful companies, that otherwise would require years of experience and study of accounting theory."—H. E. VanCleaf, C. P. A.

SPECIAL OFFER. A copy of Reference Book of Accounts will be sent prepaid on 5 days' approval. A discount is allowed to schools.

Metropolitan System of Bookkeeping

New Edition, 1922

By

W. A. Sheaffer

You Will Like It. The text emphasizes the thought side of the subject. It stimulates and encourages the reasoning power of the pupil. Pupils acquire a knowledge of the subject as well as facility in the making of entries. It is a thoroughly reasoned, therefore accurate, text supported by complete Teachers' Reference Books, and Teachers' Manual.

Parts I and II text is an elementary course suitable for any school in which the subject is taught. Two semesters are required in High Schools and a correspondingly shorter time in more intensified courses.

Parts III and IV text is suitable for an advanced course following any modern elementary text. We make the statement without hesitation, that this is the most teachable, most up-to-date, and strongest text published for advanced bookkeeping and elementary accounting use.

Corporation-Mfg.-Voucher unit is bound in heavy paper covers and contains all of Part IV. It is a complete course in Corporation accounting including instructions, set of transactions, exercises, problems, etc. It is without doubt the best text for this part of your accounting course. List prices, Text, 120 pages, 40 cents. Supplies, including Blank Books and Papers, 95 cents.

EXAMINATION COPIES will be submitted upon request.

METROPOLITAN TEXT BOOK COMPANY

*Texts for Commercial Subjects
37 SOUTH WABASH AVENUE*

CHICAGO

Gregg Normal Training

Makes Teaching Resultful



THE conservation of time and energy is of the greatest importance today. Gregg School furnishes a practical demonstration of efficiency principles applied to the successful solution of problems recurring in the school. Our graduates say that six weeks at the Gregg Normal is the equal, in results, of three months where less effective methods prevail. The Normal session is of indispensable value to the beginning teacher. To the teacher of experience it gives new ideas, renews enthusiasm, makes teaching easier, more resultful and—last, but not least — increases salaries..

**The Normal Session Begins
July 2 and Closes August 10**

Plan now on coming to Chicago for a most delightful and profitable period of study—it will prove to be the best vacation that you can possibly take. Write today for Normal bulletin.

GREGG SCHOOL

6 NORTH MICHIGAN AVE.
CHICAGO, ILL.

183%

Increase in the Teaching of Salesmanship

According to Government Report

We had more adoptions in January
than any other month in
our history.

Write us for FREE manual
of instructions for teachers

THE KNOX BUSINESS BOOK CO.
Euclid-Seventy First Bldg. CLEVELAND, OHIO

Books for the Commercial Teacher

Ten Lessons in Bookkeeping

A brand new set for beginners, consisting of Bookkeeping, Banking and Business Practice. Just the thing for use in Shorthand Department.

Bliss Bookkeeping and Accounting

Consists of six sets, thoroughly covering Sole Proprietorships, Partnerships and Corporations. Complete new text.

Corporation Accounting

An advanced course requiring from six to eight weeks, completely covering the organization, the Bookkeeping and the Accounting of Corporations. Fifty illustrations.

National Dictation

With Pitman, Graham and Gregg notes.

Scientific Touch Typewriting

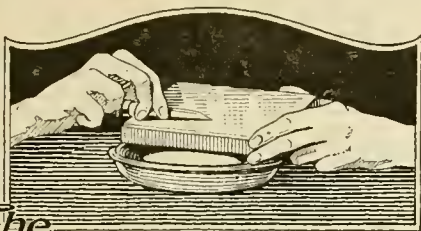
Every Typewriter teacher should examine this book. Hundreds of enthusiastic users.

Simplis Shorthand

Something quite different in a light line system of Shorthand.

Complete catalog explaining these texts mailed upon request. Examination copies sent to reliable schools.

THE F. H. BLISS PUBLISHING COMPANY
SAGINAW, MICHIGAN



The
Terry
Engraving Co.

Engravers
Designers
Illustrators

Special attention given to
reproduction of Script and
Penmanship Copies

Columbus,

Ohio

Personal
Stationery

Attractively printed stationery shows your friends at once that you are up-to-date. Then, the added convenience of having your name and address neatly printed on both envelope and paper is obvious; your mail is either delivered or returned.

Our paper is of good quality white bond printed in blue ink. You are allowed four lines of printing. Two hundred sheets and one hundred envelopes in the ladies' size cost \$1.00 while the men's size (a little larger) costs \$1.25. Remember, this is the price delivered to you. Send your money with copy of printing you desire and this fine stationery will be sent promptly. We guarantee satisfaction.

The Most Quality for the Least Money

BIDDLE

East Northfield, Mass.

Dept. 5

ASK YOUR TEACHER

how you can secure a

B. E. Certificate in
Penmanship

He can secure full information by
writing the publishers*

THE Business Educator,
COLUMBUS, O.

PENMANSHIP
STORIES

PENMANSHIP STORIES is a new book for supervisors and special teachers of writing.

The great interest with which thousands of children have followed the simple stories in this book is the direct reason for its publication.

Written by a supervisor of writing, and a teacher of writing in a great normal school.

FIFTY STORIES FOR FIFTY CENTS

—just a penny a story

Every essential principle of writing—position, ovals, loops, capital letters, etc.—is covered by a story.

If you wish to see the book before buying, send request to

FRANK H. ARNOLD

Administration Building

Spokane, Washington

A Normal School of Penmanship

THE Department of Education of the State of Ohio has approved the Course of Study of the Zanerian, and recognizes this school as a Normal Training School for Penmanship Teachers. On the completion of the prescribed course of two years (six quarters) a Special State Certificate is granted without examination. Write for the Outline of the Course of Study, and full information as to the granting of credit.

This approved Normal Course will begin June 11, 1923, and the first quarter will close August 31, 1923.

The regular six-weeks Summer School with Normal credit will be held also, beginning June 11.

Zanerian College.
Columbus, Ohio.

SUNDRY HINTS TO YOUNG CARD WRITERS

Supposing you to be master of good style of ornamental writing and can write names straight on the card, you should also acquire a small neat unshaded style having an engraved effect. The capitals for this style should be nearly the same as those of the standard engrossing script but made without shade. The small letters may be made about the same as those in ordinary professional writing without shade, the engraved effect coming mainly from the capitals. Use a combined movement for this work, making the small letters largely with the finger movement. Practice this movement until shakiness is overcome.

You can write this style on cards at about the same speed as the fancy style when you get accustomed to it. This style should be used for all address lines when the shaded style is used for the name. Avoid a business-like effect in writing cards. Always keep your business writing well divorced from your ornamental style.

You will get many more customers for your cards written in this style, as ladies as a rule do not care for the spread-eagle style on their visiting cards.

Flourished Christmas cards are good sellers. Procure a wholesale paper dealer the best two or three-ply wedding bristol plate stock and have cards cut $2\frac{1}{4} \times 2\frac{3}{4}$ inches. Select a half dozen handsome designs and learn to flourish

these neatly on the cards, leaving space for Merry Christmas and the name. Use a modification of the box-marking letter or vertical writing for filling in Merry Christmas, name, etc.

Also carry a stock of the same quality of cards cut $3\frac{1}{8} \times 5\frac{1}{4}$ inches for larger Christmas cards. You can use the same designs on these as for the small size cards. Many will prefer this size.

I use a holly leaf decoration for Christmas cards, drawing in the berries in red ink. Colored inks may be used for flourished cards. Green and violet are attractive colors. Lettering the name in red, in black and in green ink work looks well.

Use the best ink in your card work. Worthington's ink is excellent, as the fine gloss in this ink makes the flourished work much admired. I have used and sold this ink for twenty-five years. Arnold's Japan and India ink are also excellent.

Extra fine pens are necessary for card writing. Gillot's No. 1 and 170 Zanerian Fine Writer and Spencerian 25 are all suitable for card work. I use No. 1 for flourishing.

Always carry a stock of visiting cards in Mrs., Miss and Mr. sizes, as well as address size cards. Linen finish cards are used considerably. You can buy the visiting cards of the stationery departments of large city stores at a reasonable price. You will sell more of the Mrs. and Miss sizes than the Mr.

If you have time you can do well soliciting card work, or you can go agents, giving them 20 or 25% commission for taking orders. You can get small orders for business and professional cards. Do not overcharge. 25 or 30c per dozen, with a reduction for 50 or 100 cards, is about right. For the Christmas flourished cards I charge 75c per dozen for the small size and \$1.50 for the large size.

It is well to keep a quantity of the scroll cards made up and then they can be lettered in on short notice for Christmas, birthday, or other presentation purposes.

Keep sheets of fine bristol board on hand, from which you can cut any special size of card desired.

Make a collection of written, engraved and printed cards and note the placing of the address lines, visiting days, or other matter on visiting, business or professional cards.

Keep your work neat in appearance. Keep a good nerve by regular sleep, out of door exercise, always avoid liquor, tobacco, much strong tea and coffee, and dissipation of any kind.

F. E. PERSONS, Buffalo, N. Y.

Anna E. Duffalo, Teacher in the North Central High School, Spokane, Washington, seconding the efforts of Frank H. Arnold, Supervisor in the Spokane Schools. Since the first of the year students in this school have secured a total of 74 Zaner Method Certificate.

BIDDLE BUSINESS BOOKS

NOW PUBLISHED BY

THE GREGG PUBLISHING COMPANY

NEW YORK

CHICAGO

BOSTON

SAN FRANCISCO

LONDON

MATHEMATICS FOR THE ACCOUNTANT

By EUGENE R. VINAL, A.M., Professor of Accounting and Actuarial Science, Northeastern College, Boston, Massachusetts. This book deals with your every day problems and reduces difficult topics to the basis of plain arithmetic and common sense. You come to understand the underlying principles of the subject instead of blindly following rules and formulas. \$3.00

ACCOUNTING PRINCIPLES AND PRACTICE, Vol. 1

By G. E. BENNETT, C.P.A., Head of the Accounting Department of Syracuse University. This is an ideal first year text presenting a clear exposition of accounting by a man of wide experience in this field of business. A thorough and exhaustive treatment by one who knows makes the subject plain for you. \$3.00

ACCOUNTING PRINCIPLES AND PRACTICE, Vol. 2

This book continues the work of Volume 1 and includes Constructive Accounting; Partnership Accounting; Selling Agency and Branch Accounting; Shipment and Consignment Accounts; Fiduciary Accounting; etc. \$3.00

BUSINESS LETTER WRITING

By ALEXANDER M. CANDEE, Advertising Manager, National Enameling and Stamping Co. Learn how to write letters that get business. Anyone can copy a good letter, but this book helps you to develop the ability to think out for yourself the letter that will exactly fit the individual circumstances—and get results! A book full of good ideas and helpful suggestions for you. \$3.00

HOW TO MAKE GOOD

By ALFRED T. HEMINGWAY. "The Secret of Commercial Success." Inspiring, Impelling, Instructive. Here is a Man-Helping, Business-Building, Money-Making book—Read it. It is a virile message, delivered by a man of wide business experience and intimate contact with men. Some of the rules given for checking one's self ought to be printed in bronze and fitted into frames in every business house. Every man who reads it inevitably catches hold of some big bolstering thoughts—the kind of thoughts and suggestions that he is glad to have and knows he needs. Try it on any man, big or little, old or young. \$1.00

PERSONAL SELLING

By WESLEY A. STANGER, Sales Promotion Manager, Royal Typewriter Company, New York. To be successful you must sell your ideas to others, sell your services and sell your personality. This course is made up into a set of twelve little booklets to make it convenient for you to study selling at odd times and to apply the lessons you learn to your everyday experience. \$3.00

YOUR JOB

By HAROLD WHITEHEAD, Head of the Department of Vocational Guidance at the School of Business Administration, Boston University. The job you want is a real job. You've dreamed about it—now learn how to go after the job you really want and get it. Tried out plans tell you how to choose and get and hold that job. Make your life a real career instead of a haphazard guess. \$2.00

THE MODERN FOREMAN

By ROBERT GRIMSHAW, M.E., an industrial engineer of many years' experience in this country and Europe. A very practical manual intended to promote greater manufacturing efficiency through the key man in the organization. A book written so as to appeal to the man in the shop as well as to the managing executive. \$2.50

CONSTRUCTIVE COLLECTING

By R. J. CASSELL, Credit Manager, Grinnell Brothers Company, Detroit. This book is written out of the unusually broad experience of the author during which time he has been responsible for the collection of millions of dollars. Constructive Collecting gives you definite information. It shows you the best way to accomplish the thing you desire. It is a case book in collections because it takes concrete problems and gives definite plans and material for the proper handling of these cases. \$5.00

BUYING FOR THE LONG PULL

By JOHN R. SPEARS. Profit and Safety are the essential elements in every desirable investment. So many investors, however, emphasize profit rather than safety. This is doubtless due to the fact that the thing uppermost in the investor's mind is the profit he will get. In this book the author shows, in a practical way, how you may eliminate the various hazards of investment so that, over a period of time you can have reasonable safety and profit for every investment you make. A book to be read and re-read. \$2.00

On account of the nature of these books we are obliged to charge the full list price for single copies. If the books are not found suitable they may be returned and money will be refunded. A discount will be allowed to schools and dealers on quantity orders.



Just Out

Pitman's Loose-Leaf Typewriting Exercises

By LOUISE McKEE

Chairman, Department of Stenography and Typewriting
Girls' Commercial High School, Brooklyn

Pitman's Loose-leaf Typewriting Exercises provide supplementary typewriting exercises for advanced typewriting classes. The fifty cards contain 150 exercises, sufficient material for the development of any advanced group of students. Although based somewhat on the New York State syllabus, the exercises are of inestimable value to any public or private school training typists for office practice.

The following types of work are presented:

- (1) Letters for dictation SET UP AS MODELS IN TYPEWRITER TYPE.
- (2) Letters and exercises to be copied for form and arrangement, containing indented paragraphs, figures, and special characters, SET UP AS MODELS IN TYPEWRITER TYPE.
- (3) Original problems in tabulation and centering set up in unarranged form in regular print type to be worked out by pupils.
- (4) A key to each original problem SET UP AS A MODEL IN TYPEWRITER TYPE. (No key appears on the same card as the original problem.)
- (5) Copying tests, with difficult and long words emphasized in bold face type so as to make such words available for special word drills, etc.

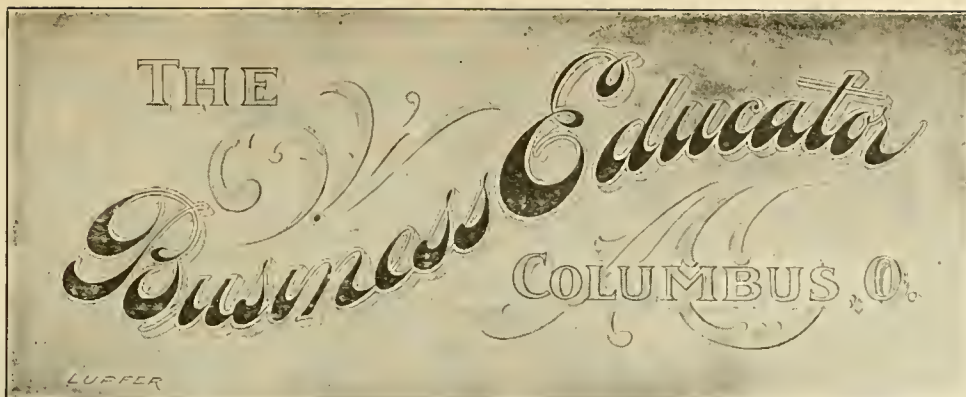
The "cycle" or order of work is approximately: (1) A letter dictated by the teacher from the card; (2) Student transcribes the letter and compares transcript with model; (3) Makes exact copy of model from card; (4) Copies test, practicing emphasized words; (5) Works original tabulation; (6) Compares tabulation with model presented on next card and copies tabulation model. This plan is followed, in the main, throughout the entire series.

The cards are enclosed in envelopes. Card No. 1 in one envelope, Card No. 2 in another, etc., making class-room use convenient.

The cards are original, practical, and eliminate the necessity of the teacher collecting her own supplementary writing material.

Printed on white cardboard, 50 cards, \$1.50 a set

ISAAC PITMAN & SONS, 2 West Forty-fifth Street NEW YORK



VOLUME XXVIII

COLUMBUS, OHIO, APRIL, 1923

NUMBER VIII

THE EDUCATION OF A BUSINESS MAN

How has it come about that business colleges, which by name and profession should be schools in which business men are trained, have devoted themselves so largely to the training of clerks? We are not unmindful of the fact that a goodly proportion of the business leaders of this country have secured their training in business colleges, but we think nearly every fair-minded business college teacher or manager will agree that the major part of his course of study is directed to training rapid and efficient clerks.

It does not seem to us to be sufficient answer to say that most people will never be more than clerks anyhow, or even that the business world needs more clerks than it does managers.

There are two reasons why the business colleges have spent such a large part of their time training clerks. The first is, because education in all countries and in all ages has begun by giving attention to frills rather than to fundamentals. This is natural, because the object of education is to lift a man above his fellows, and since all men are much alike in fundamentals the way to distinguish a student is to teach him something which is different from the general run of human knowledge. An example of this is the fact that in the history of the English schools Latin was introduced and taught for many years before there was a course in English. For the same reason the savage applies paint before he makes himself clothes, and ornaments his hut to make it beautiful before he seriously tries to make it comfortable.

In the life of business colleges the same tendency is seen. Schools first taught penmanship and then later the principles of bookkeeping.

The other reason why schools have been trainers of clerks rather than teachers of business men, is because so many business college teachers and managers know much more about the work of the clerk than they do about the work of the business man. In fact, just why business men are successful has been all through the years very much of a mystery, alike to the successful and unsuccessful man. Business college men were no more uniformly successful than were other men, so that it seemed natural, and in fact inevitable, that they should confine their attention to the teaching of bookkeeping, shorthand and similar subjects.

The big reason why business colleges should right now give attention to training business men as well as to training clerks is that business men are needed in order to give employment to the clerks. The average graduate of a business college is very helpless unless he can get a job where someone else creates business and hires him to help run it. This is not to be wondered at in the case of a graduate, but unless a considerable number of graduates develop into business men who can themselves create a business and will need clerks to help them run it, the graduate of the business school is a drug on the market. There are a few instances where this is the case now.

The remedy for this state of affairs is in the hands of the business college teachers. They must become familiar not only with the details of bookkeeping and shorthand but with the principles of business. They must send out graduates so well grounded in the principles that make for large success that a considerable number of them will develop into business leaders. The world is crying for such leaders just now and in the development that is bound to come they will be needed still more.

This seems to us to be the answer to the competition of the high schools. From the plan of their organization, high schools possess some advantages over business colleges in training for clerical positions. Many of them are already doing splendid work in giving their students a knowledge of the principles of business. If business colleges allow high schools to surpass them in this respect then the business colleges will inevitably be reduced to the position of merely training clerks who will work under the graduates of high schools and colleges.

But the opportunity is there for business colleges to take the lead in this field, just as they have taken it in other fields, and if they will give their students the kind of training that it is possible for them to give, they may continue to enjoy the prosperity that has been theirs for two generations.

The business college teacher must become a good business man in all that that implies. He must give service to the community, he must be fair, honest, truthful in all his dealings, and he must lay broad and deep plans for tomorrow and for ten years from now as well as for today.

NO "CRAGIN STORY"

Our readers will be disappointed this month because the story by Charles T. Cragin is omitted. He wrote us about March 1st that he had been ordered to the hospital by his physician, and would be unable to get the story to us, although he had a good one planned. Our readers will join with us in wishing him a speedy return to excellent health. Mr. Cragin has been contributing to The Business Educator regularly ever since 1908 — fifteen years — and thousands of teachers and students read the Cragin story each month the first thing when the magazine is received.

The BUSINESS EDUCATOR

ARTHUR G. SKEELES - - - - - Editor
ORACE G. HEALEY - - - - - Contributing Editor
W. BLOSER - - - - - Business Manager

Published monthly (except July and August)

By THE ZANER-BLOSER CO.,
612 N. Park St., Columbus, O.

Copyright 1923, by The Zaner-Bloser Co.

SUBSCRIPTION RATES

Students' Edition\$1.00 a year
Professional Edition\$1.50 a year
(To Canada, 10c more; foreign, 20c more, to pay extra postage.)

The Professional Edition contains 8 pages more than the Students' Edition, these being devoted to articles of special interest to Commercial and Penmanship Teachers. All the specimens of penmanship, and all the advertising are in both editions.

Change of address should be requested promptly in advance, if possible, giving the old as well as the new address.

Advertising rates furnished upon request.

The Business Educator is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.



EVERYDAY PENMANSHIP

By JOHN S. GRIFFITH

302 W. 61st Street, Chicago

Penman, Englewood Business College

SEND SPECIMENS of your work to Mr. Griffith for criticism. Enclose 25c—worth more.
TEACHERS sending specimens from ten or more students should remit 10c for each specimen.

DO YOU KNOW?

That only a few years ago a young Pennsylvanian entered the Zanerian College of Penmanship desirous of becoming a penman and after attending the school a few months one of the instructors approached Mr. Zaner and suggested that they refund the enrollment fee and encourage the young man to return to his farm work. Mr. Zaner did not accept the instructor's suggestions but decided to give the young man a little more time in which to master his chosen work.

Did he master it? Indeed he did. Before long he married Mr. Zaner's stenographer, has a fine family now, and is one of the firm, for this Pennsylvanian was none other than E. A.

Lupfer who is now considered by many the world's most skillful penman.

The fact is that many of you write better today than Mr. Lupfer did when he entered the Zanerian a few years ago. You have a better start than he had, but will you go as far? That depends upon you.

And another thing—do you know that the Zanerian College of Penmanship is the leading Penmanship School of America? You too can succeed under the leadership of the instructors of this famous institution.

HONOR ROLL

Ross R. Garman	Kelvin L. Mc Cray
Hilda A. Hillger	M. R. Herrold
E. A. Allen	Elsie Poley

J. D. Dorough
R. A. Brennan
Fred Callies
E. C. Ringold
C. A. Reagan
R. R. Pearson
R. M. Proctor

M. W. Richenbac
James P. Fogarty
Miss Semaucick
C. A. Campeau
E. E. Edgar
Elsie Jones
Mary Ellan

This month I believe the finest papers were received from Ross R. Garman although several others sent in some splendid work. I have mentioned a few names of some who have tried very hard and made splendid progress and feel sure that they will soon receive the Business Educator certificate if they have not already received it. There are many others whose names I hope will appear very soon as they are making their effort show up.

M M M M M M M M M M
Marion Maine Minneapolis M M
V. M. Rachuy M. H. Fuller M. G. Evans
Master one thing at a time. M

Lesson 1. Bear the words of the sentence in mind.

N N N N N N N N N N
Newton Name Nine Nine N N
W. N. Ferris N. L. Olson P. N. Hodson
New methods are not always acceptable.

Lesson 2. Endeavor to gain freedom as you practice.

O O O O O O O O O O
New Orleans Oregon Ohio O O O
R. W. Overzet S. O. Smith D. O. Waite
Oregon is a very productive state. O

Lesson 3. S. O. Smith, one of America's finest penmen.



⁴P P P P P P P P P P P P
 Princeton Patterson Pennsylvania
 T. P. Farnum H. P. Morlin C. P. Zaner
 Position of the body should be correct.

Lesson 4. C. P. Zaner, who can forget him?

⁵Q Q Q Q Q Q Q Q Q Q Q Q Q Q
 Quincy Queensware Quarry Quebec
 H. U. Quigley L. K. Lamar T. J. Quintez
 Qualify and you will find advancement.

Lesson 5. If all were qualified the unemployment problem would not exist.

⁶R R R R R R R R R R R R R R
 Racine Rawlins Ralston Rainier
 Z. H. Rankins M. C. Raitzik J. E. Romain
 Reap daily returns by careful practise.

Lesson 6. Does each day mark sufficient improvement for you?

⁷S S S S S S S S S S S S S S
 Sacramento Syndicate Summer
 S. Newman S. B. Urbanek L. J. Snow
 Studying instructions will aid you.

Lesson 7. In signature writing freedom counts.

Are You Working for a B. E. Penmanship Certificate?
 Ask Your Teacher About It

T T T T T T T T T T T T
 Trenton Tolerance Tonopah Tie
 E. Turner A. W. Tivoli G. T. Wilmes
 Train your hand to write freely. T

Lesson 8. Tolerance and Intolerance, topics of the day.

709 W. 48th Street,
 Chicago, Ill.,
 Feb. 15, 1923.

The Business Educator,
 612 No. Park Street,
 Columbus, O.

Gentlemen:

It is my determination to keep my name on the mailing list of the Business Educator; because, I know by zealously following the principles advocated in your magazine I have quickly improved my writing beyond my expectations.

As a reader of your paper I wish it unlimited success.

Yours very truly,
 John S. Griffith

Lesson 9. In this letter I have endeavored to show my appreciation of the merits of the leading publication pertaining to penmanship. Practice the short words, then the longer ones, (a line at a time), then complete lines, and when you have gained sufficient command, write the entire letter.



BUSINESS WRITING

Copies by E. A. Lupfer
Instructions by Arthur G. Skeeles



These movement exercises need to be learned thoroughly so that they can be made almost automatically.

The direct and indirect ovals in the first line should be the same size, shape and slant, and this will require considerable practice.

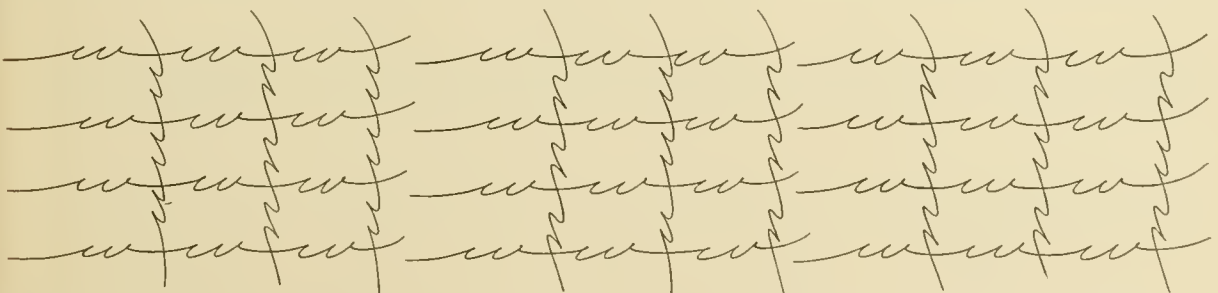
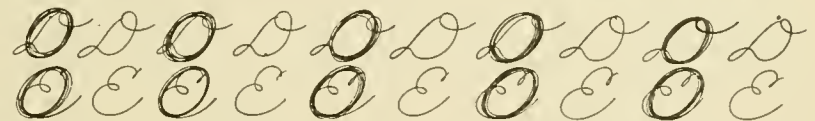
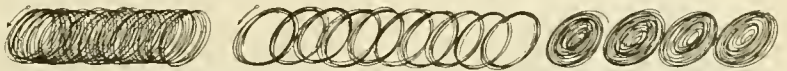
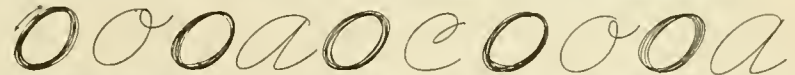
The straight line exercises must be made with the proper movement, pushing the hand directly to and from the center of the body. It is worse than useless to practice this exercise using some movement which cannot be used in writing letters.

The second line shows how the direct ovals should be made alternately with letters. Make several lines of the ovals and the **O** and then several lines of the ovals and the **A**, etc.

The third and fourth lines illustrate movement exercises which require skill. The "oysters" in the fourth line should be started with the oval exercise full size, gradually reducing the size as the exercise is completed.

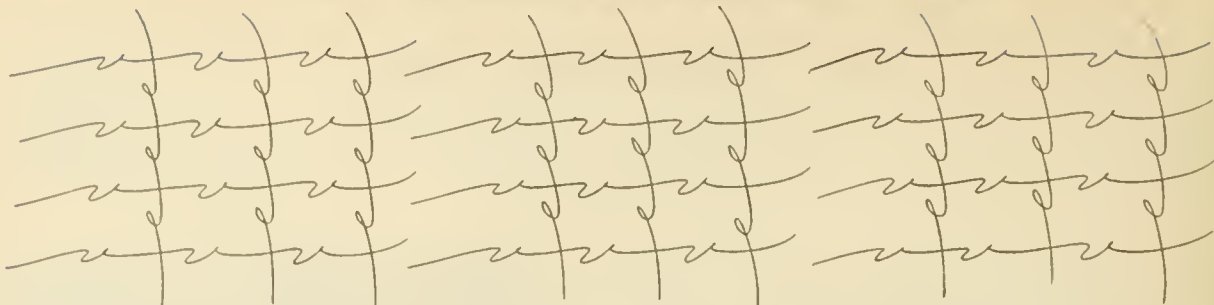
In the exercise applied to letters, make the letter first and then the exercise. This is helpful in getting good free movement.

Usually the first letter practiced is the capital letter **O**. This may be taken as a standard and other letters measured by it since all other letters should be the same height above the line, and the same slant, as the **O**. The copy shows how this may be done, practicing each capital letter alternately with the **O**. You will need to make a page of each letter in this way. The exercise can be extended to include all other capital letters.



Here we have three small letters for practice in addition to the letters practiced last month. They are made first large so you can study the form, then small so that you will get an idea of the correct size.

The cross exercises shows how you can save paper and learn to write straight across the paper without ruled lines. Each page should be neat looking and carefully arranged.



The short words on page fifteen should be written over and over again, at least five lines of each word, and a page would be better. You cannot hope to write sentences well until you can write short words rapidly and easily.

In practicing the words beginning with capitals remember that **A**, **C** and **E** may be joined to the following letter but **O** and **D** should never be joined.

In writing these single words your speed should be at least one hundred letters a minute; that is, a word of three letters should be written thirty-three times in a minute or about once in two seconds. Some of you will be able to write faster than this. Time yourself and see whether you are writing as fast as you should.

ADVANCED PRACTICE

By A. P. MEUB,
2051 N. Lake Street, Pasadena, California

This is the last
Plate

aaaaaa

Annun Annun Annun Annun

B B B B B B B B B B B B B B B B

Banner Banner Banner Banner

ccccc

Common Common Common Common

DDDDDDDDDDDDDDDDDDDDDDDDDDDDDD

Drummond Drummond Drummond



ORNAMENTAL WRITING

Copies and Instructions by

RENE GUILLARD, 1212 Elmwood Avenue, Evanston, Ill.

Send Mr. Guillard two pages of your practice work with 25 cents
and he will criticise and return your work

tend into the turns. Where the turns begin the shades end.

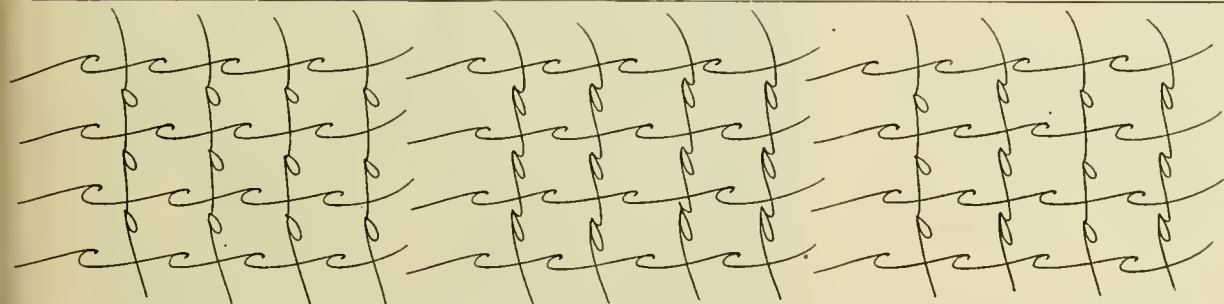
Notice that the ending ovals in all these letters, with the exception of one style of the A, are horizontal. The first part of three of the C's and two of the E's are also horizontal. I would suggest that the student cut out his best line of any and all these letters in submitting work for criticism.

INSTRUCTIONS FOR APRIL

The letters presented in this lesson

are based upon the direct oval.

Do not allow the shaded part to ex-

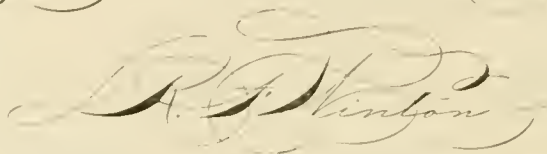


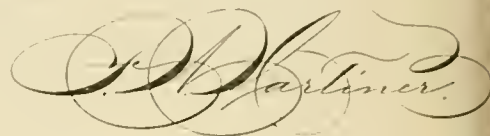
ice can / vow / cow / wan / ware
caw / van / new / mine / wove / won
moan / name / oven / wine / mow

Owe Once Owen Awe Ace Amen
Cow Cave Came Eva Ewe Emma
Doc Dine Dove Dew Dan Done

Signatures by Mr. F. B. Courtney







COMMENT BY E. A. LUPFER

Some signatures look pleasing to the eye, while others do not. Attractive signatures such as shown above by Mr. Courtney are attractive because they conform to certain definite laws. Mr. Courtney has given much thought and time to the matter of arrangement and combinations of letters in signatures.

A good plan is to write the signature first in pencil to get proper spacing, balance, symmetry, contrast and equal distribution of lines.

Shades, flourishes and hair-lines should not be congested at any one place but should be evenly distributed throughout the signature.

All lines should cross at as nearly

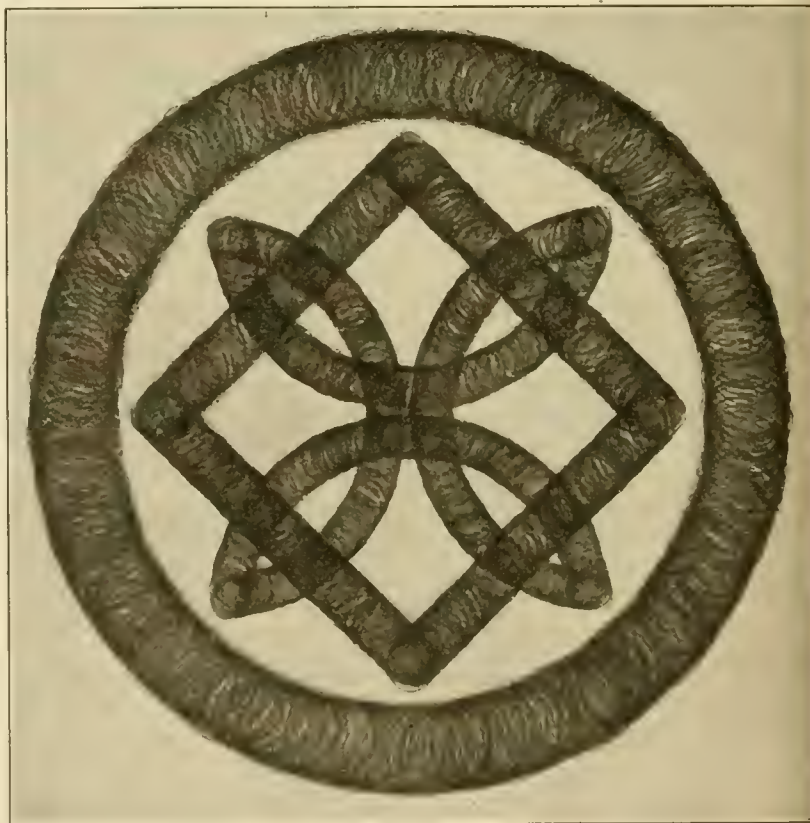
right angles as possible. Try to bind the signature together by overlapping the flourishes. It is not necessary that the entire signature be made with one stroke of the pen, especially where letters do not fall together naturally. To join some letters makes a strained, stiff combination. If one style of letter does not fit, try another.

Hazel E. Smeed, Supervisor of Penmanship in Scranton, Pa., has recently sent us a large number of specimens from her pupils, and has secured an unusually large number of certificates. We notice that since the first of the year there have been granted to pupils in Scranton schools 161 High School Certificates and 494 Grammar Grade Certificates. Judging from the results secured last year, several hundred more pupils will secure certificates before the end of this school year.

Helen E. Cotton is securing splendid results in the Schenectady Public Schools. We notice that since the first of the year, 12 High School Certificates and 157 Grammar Grade Certificates have been issued to pupils in the Schenectady Schools, and that 10 of the teachers have secured Zaner Method Teachers' Certificates.

Irene M. Cash is the name through which orders for certificates from Central High School, Madison, Wis., reach us. Since the first of the year a total of 40 certificates have been sent to the pupils of this school.

Beckley College, Harrisburg, Pa., last year secured a total of 74 certificates for their students, is starting this year to surpass that record, having already secured a total of 39. Chas. R. Beckley, the President, believes in encouraging students to secure credentials in penmanship and other subjects.



Movement exercise by MISS LOUISE M. KRUEGER, a student in Dakota Business College, Fargo, North Dakota. C. P. Downey, teacher of penmanship. Splendid designs were submitted also by W. O. BERG and W. C. LUNDGREN. All three of these specimens bore signatures showing that the students can write letters as well as make movement exercises.

Are You Working for a Business Educator Certificate?



Teacher's Professional Edition (Supplement)

Pages 17 to 24, Inclusive

TEACHERS SHOULD BE EXPERTS

If we were managing a business college we would insist that all our teachers of Typewriting be able to write 75 words a minute for half an hour under contest conditions; that all our teachers of Shorthand have certificates from the National Shorthand Reporters Association at 150 words a minute; and that all our teachers of Bookkeeping should have had a university course in Accounting. For the heads of these various departments we should want persons with still higher qualifications, say 100 words a minute on the typewriter, 175 words a minute in Shorthand, and the C. P. A. degree. All these teachers, of course, must have had successful business experience.

It is not the purpose of this article to find fault with schools because they employ teachers whose qualifications are not as high as those mentioned above. The schools cannot help themselves. In the first place, such experts could command in the business world more money than most schools can afford to pay, and in the second place if any large number of schools should try to secure persons of such qualifications, they simply couldn't get them.

This appeal is addressed rather to teachers to become better qualified. Is there any good reason why a teacher of typewriting should not learn to write 75 words a minute net under contest conditions? This speed is being reached by many students within two years after they begin the study of typewriting.

Is there any good reason why a teacher of shorthand should not learn to take solid matter at the rate of 150 words a minute? Half a dozen boys and girls under twenty have reached this speed in a year or two after beginning the study of the subject.

Courses in accounting are offered in nearly every city in night schools and by a dozen correspondence schools to anyone who has access to a postoffice.

There seems to be no excuse for the teacher who does not reach high standards. The thing has been done over and over again. The opportunities for study and practice are open to nearly everyone of us. Presumably we have ability or we would not be teachers. What excuse can we have then for not attaining ourselves what we expect a considerable number of our students to attain?

The effect on our teaching will be marked. Children always learn quickly and easily the things that any considerable number of grown-ups with whom they associate know.

And more vital yet, this is the way to increase your salary. The schools with cheap teachers are going out of business. Look around you and you will see that this is true. But the schools with well prepared teachers are doing the best business in the history of commercial education. If you don't know of any such, we can cite you to a number.

Therefore, become an expert. If you remain in the teaching profession, you will secure good results, and if you wish to leave it your skill will find a ready market.

WOULD YOU LIKE A PENMANSHIP ROUND TABLE?

At the Chicago meeting, several persons expressed themselves as regretting that there was no penmanship round table. If these same persons and other penmanship enthusiasts (and whoever saw a penman who was not an enthusiast?) will speak up now, we think such a round table can be arranged for next year.

Would you like to have such a gathering? Will you be there and support it if the arrangements are made for the separate meeting? Have you any suggestions as to topics to be discussed and a Chairman, Vice-Chairman and Secretary who will make things go?

If you have, write to the editor telling him of your interest, and offering your suggestions. We shall be glad to act as a clearing house, with the positive understanding that we are not to be an officer of the round table.

EDUCATIONAL MEASUREMENT IN COMMERCIAL SUBJECTS

A subject is well taught only when the teacher knows the mental capacity of each individual pupil to be taught. Children entering high school commercial classes differ widely in their general capacity to do school work successfully. The group intelligence tests used early in the term gives the commercial teacher a rich knowledge of each individual of her class. It discloses: the rapid worker and the slow plodder; pupils possessing different degrees of accuracy; those whose judgment may be trusted and those who need careful training in exercise of judgment; those pupils who have kept their eyes open, and those who have gleaned very little information from life about them; those whose greatest strength will lie in language studies, and those who will succeed best in arithmetical studies and vocations. The group intelligence test wisely used early in the term gives the instructor definite knowledge concerning the educational needs of each pupil.

Standard tests offer a check on our system of marking, give us more accurate

measurements of pupil achievement than we often get through our customary methods. Two teachers worked in the same commercial department of a certain high school. In some cases they had the same pupils in different classes; and in others different pupils in the same subjects. At the end of the semester, each one gave nearly 200 term marks. The marking system was A, B, C, D, E. D indicated condition to be removed; E was failure and meant that the term's work must be repeated. Mrs. G. gave no E's or D's and only seven C's; all other marks given by her were B or A. In each of Mr. S.'s classes from 35 to 54 per cent of all pupils were either conditions or failed outright. A series of good standardized tests used by each teacher would have helped them to avoid either of the extreme errors each one made in estimating pupil achievement.

How much of a child's success in commercial work will be due to his ability to read? To ability in fundamentals of arithmetic? To spelling? To ability to write a good letter or to use correct English? Would it be worth while for you to know whether the boy entering your commercial geography or commercial law class reads as well as average college freshmen or only as well as average 6th grade pupils? Would it be worth anything to you bookkeeping teachers to know whether the boy entering your class can handle the fundamentals of arithmetic with almost no error or whether he is to be ranked with the average of 5th grade children in arithmetic accuracy? Certain fundamental tool subjects, supposedly gained in the elementary schools are necessary to success in the high school commercial department. The commercial teacher needs to know without doubt what skill in these tool subjects each child has brought to the commercial classroom. It is worth even more for the child himself to know just how he stands. We tested one 4th year business English class with the Lewis Scale for Measuring Ability to write letters of application. One girl wrote a letter easily in the best 10 per cent of letters written by high school graduates; another girl in the same class wrote a letter scarcely as good as the average written by 5th grade children. Do you suppose it would be any incentive to the latter girl for the instructor to sit down quietly with her and ask her what kind of a position she might hope to obtain through a letter as good only as that written by a 5th grade child? Do you suppose English Composition or letter-writing would take on a new meaning to her? What would it mean to the boy in the commercial arithmetic class if in personal interview, you showed him that his record on the standard test was equal to that of an average 6th grade child, and asked him what sort of a clerical position you could recommend him for? We have found pupils in high school commercial arithmetic classes that did no better than average 4th grade pupils. The

(Continued on page 24)



MENTAL MEANDERINGS

By CARL MARSHALL
Weichtpec, California

Life As A Business— Human life has been aptly likened to a sort of Giant Corporation in which all of us are stockholders with a job in the business. Those of us who are lucky enough to grow up, invest from thirty to seventy years or more of time, and draw wages and dividends in the form of various pleasures and satisfactions. There are also fines and penalties inescapable. The amount we get out of our investment depends on two things; first, the kind of job we are able to hold, second, the sort of person we are,—in business jargon, the "single unit plant".

In the Big Life Business, as in the little businesses, there are a lot of heart-burnings over the assignment of jobs and the distribution of rewards, mostly caused by misunderstandings and incapacities on the part of the complainers. But here the parallel stops. In little businesses the rewards are material and visible—dainty food, fine raiment, limousines, villas on the Hudson, etc. In the Life Business, on the other hand, the real rewards are internal rather than external, spiritual, not material. It is most important for you who are young in the Business of Life, to learn to make right appraisal of these various kinds of values. There is a story of some sailors who, landing on a strange island, found a gold mine full of rich but dull-looking nuggets. Near-by was a ledge of shining iron pyrites, or "fools' gold". They loaded their ship with this stuff and came home to be sadder but wiser men. There is plenty of fools' gold lying around in life, and a lot of folks that are feverishly grabbing for it. Things are so ordered that most of us can get pretty nearly anything we want out of life, provided we want it bad enough and are willing to give up everything else in order to get it. If a man is content to shut his eyes to all the divinely beautiful things of life, and be a scoundrel besides, he can grab off barrels of money. He may even be able to get a great deal more of it than he needs without being a scoundrel. On the other hand, he who is undazzled by the pyrites may find real gold along the shining shores of a thousand laughing streams that pour down from the Delectable Mountains. "Money? I have no time to make money," said Agassiz.

So it comes about that if we would make the most out of this big Adventure of Life, we must decide what we most want and then go after it. Drifting along and trusting to luck won't do; we must DECIDE. Fortunately we shall not all be after the same things. What will bring most happi-

ness to one person, may not bring it to another. Probably Harriman or Jim Hill would have found life rather boring had they devoted it to the study of birds or fishes; and Audobon or Agassiz would surely not have been happy as railroad magnates. Some time ago I told in these columns how I came to pass up the study of law and choose school-teaching as a vocation. I did it deliberately. I knew I had within me, inherited, I fancy, three loves—love of Nature, love of study and love of children. I decided, rather wisely, I think, for a young fellow of twenty, that with these impedimenta, I should neither succeed or be happy among the squabbles of the law courts.

You see, it is vital for the man to be mated to the right job, and this is a matter of soul tendency, rather than of mere aptitude, I think. I am speaking, of course, of the main consideration, the happiness and harmony that come from an affinity for one's work. There are plenty of versatile persons of strong will, who can win what the world calls "success" in any of a half-dozen vocations; they can win money, fame, friends, and power, but there is not likely to be more than one in which they will be really happy.

You will perceive that there is a deeper philosophy in all this than is reached by the plumb-line of your ordinary vocational expert. He is looking mainly for aptitudes, not affinities, whereas, if I am right, mere physical success in a business is not a sufficient inducement for embarking in it. The world is full of men who have scored big successes, and made heaps of money, but have lived pathetically impoverished lives, as measured by their best capacities for happiness. After all, this elusive gold of happiness is mainly what all of us are here for, isn't it?

Obviously, the problem begins with a study of one's own self as a human being, a working force. How shall we go about this? In another article, I shall try to offer something practical under that head, for the problem is really simpler than it sounds.

A Klamath Snowfall There are many seasonal beauties in these surpassing mountains, but nothing more entrancing than our snow-storms. I have been in Minnesota and the Dakotas when swirling blizzards swept down from the near Arctic, burying all the land under six or eight feet of unbroken whiteness. I have lived in Michigan where the nearness to the Great Lakes brings such succession of heavy snowfalls as to keep the sleigh-bells jingling

(Continued on page 22)

TEACHING PENMANSHIP IN PUBLIC SCHOOLS

Alice E. Benbow, Supervisor of Penmanship, Trenton, N. J.

Writing teaching has too long been static. It has come down to us as an heritage. We have used it, tried not to dissipate it, but we have not added to it as we should. It has too long remained unchanged and untouched by the increase of psychological and pedagogical knowledge. Like all teaching it was the creation of adult minds based upon the principles of adult or mature psychology and physiology, and as such was adopted wholesale or slightly adapted and used almost in its entirety in teaching the child and the youth. It is only within a short time that a departure from this historic method has been made.

Too often pupils are taught writing very much as a very ill person is given medicine—it is the proper time for the dose that the doctor prescribed. That does very well for the extremely ill, but not so well for the sick patient, and still worse for the convalescent. The latter patients inquire "Why," and if the medicine does not produce the promised result rebellion, and later, refusal follows.

The pupil is like a man who, with ten minutes at his disposal to catch an important train, asks for direction. The man on the corner may know the way, the passing pedestrian may know a way, but the prospective passenger appeals to an officer as being able to direct him by the shortest, easiest, best route. We must be the officers, the directors, the official guides. We must know the best way, the shortest way to good Penmanship.

We must teach Penmanship and in its teaching use the basic principle of all teaching—"Serve the present needs of the pupils." This does not mean that we shall have no preconceived plan of work, nor that anticipation of future need is unnecessary. It does mean that we cannot teach Penmanship in a perfunctory or detached way. We must have a purpose, our work must function with other school work and life work. It means that it is not sufficient to teach A today only because we taught O yesterday, and they are both based upon the direct oval; or page 11 because we have gone so far; or drill 10 because it comes after drill 9. Our teaching must be vitalized. We must know the needs of our class and teach the point in form or fluency that fills their need.

One reason for the lack of carry over in the handwriting of our pupils from the Penmanship instruction period to their practical work is the very fact that we have taught theory under as nearly ideal conditions as possible and it has not functioned when ideal conditions did not prevail. We teach routine repetition when we are supervising the practice period, and as a result, our pupils do not know how to write when they must write and think at the same time without our help.

From the regular written work of
(Continued on page 22)



Department of PUBLIC SCHOOL WRITING

Frank H. Arnold, Supervisor of Penmanship, Spokane, Wash.

A FEW WORDS WITH THE THEORISTS

In a previous article I stated that practically all the penmanship practice of first grade pupils should be at the blackboard. During the first school year first grade pupils should master all the small letters, and should be able to write rapidly at the board all words that they can spell. I know from years of experience that little people can easily be taught to do this much work in writing, and I have yet to read any sensible reason to support the theory that they should not be taught to do what they are capable of doing.

Let me say quite emphatically that I do not believe in forcing children to do extraordinary tasks in writing. Neither do I believe that little children are unable to do practically anything worth while in writing during their first year in school. For eight years I have watched little children master their first writing lessons at the board, and I know by looking at their happy, eager faces that we are not slave drivers in Spokane; for we really do try to teach little people something worth while in writing here. We know that they are capable of mastering a few things quite well.

Some people, however, have rather strange ideas about primary writing. At least they seem strange to one who has seen what children are capable of doing. Let me quote just here from a book which has been recently published—a book, by the way, that will help to set the standards of many teachers.

This book states in one of its chapters these words: "It is not necessary or desirable that the child should study formation of individual letters during the first years of school, but should be able to write his name and address and such words as he may need in order to express the ideas which he wants to write." Before discussing some of the foregoing statements I shall give the words of another writer. This writer, a teacher of penmanship in one of our state normal schools, says, "Why should first-grade children practice writing 'a' when they feel no need for it? Suppose they have cut out cats for their animal books and have asked the teacher to label them. She says, 'Wouldn't you like to label your own?' Then they feel the need of writing the word, and, if 'a' causes trouble, the children see why it should be taken out of the word for special drill".

In the language of the old Southern lady, "Mercy me, how some people do talk!" I must comment on the words just quoted before you forget them.

I'll go back later and pay my respects to the sentences from the book. "Suppose they have cut out cats for their animal book," says the writer. Let's do a little different kind of supposing. Suppose the little tots have cut out elephants or a rhinoceros or two. Of course these words would then have to be used for a writing lesson. I see quite plainly that Tabby must "stick around" pretty close to home, or Johnny will be struggling with a rhinoceros or a hippopotamus about the first month of school. I am sure that Johnny would feel the need of learning to write these words the next day after he had visited the circus with his daddy.

Now, let's go back to the words I quoted from the book that has just been published. They are worth repeating. "It is not necessary or desirable that the child should study formation of individual letters during the first years of school, but should be able to write his name and address and such words as he may need in order to express the ideas which he wants to write". That long statement sounds well, but it is absurd in the highest degree. The authors of those words said the little child does not need to study individual letter formation for years—years, mind you, good people.

Imagine, if you can, a little child being taught to write something like the following without a single bit of individual letter practice: Cornelius Washington Dewey McAllister, 1425 Riverside Avenue, Kalamazoo, Michigan." Poor little Cornelius! What a task the theorists have given thee. But, dear boy, don't cry. These wise men say that is the way to proceed; it's so psychological, you know, Cornelius.

Let's go on. Our theorist friends say that the child without any individual letter practice must be taught to write "such words as he may need in order to express the ideas which he wants to write". Very well, let's go back to the circus. Possibly within a month after school commences the child has the great opportunity of attending a circus parade. In the parade he sees many strange animals. Among them are the giraffe, the elephant, the kangaroo, and the rhinoceros. Of course he is eager to talk about these animals when he gets back to school. There is nothing under heaven or among men that the child would be more eager to discuss. By a little help he can be drilled to formulate good oral sentence about all these animals. No one doubts that. But imagine, if you can, Johnny being given the words—giraffe, kangaroo, elephant and rhinoceros—for his

writing lesson when he doesn't know how to make a single letter of any of these words. Deliver me from such teaching as that!

In writing as well as in other subjects we should not forget sound pedagogical principles. One of the first things a teacher learns is that we should proceed from the easy to the difficult by easy steps. No one doubts that small "m" and small "i" are two of the easiest of our letters. No one can seriously doubt that the words "in", "me", and "men" are among the easiest words we can teach a child to write. Why then teach him "elephant" before you teach him "me"? There would be about as much wisdom in such a course as to try to teach a child cube root before you had taught him simple addition.

At the end of a school year I should feel deeply humiliated if we had many first-grade pupils in Spokane that could not write rapidly at the board all the words they could spell. If the child can't spell the word he wishes to write, then he shouldn't write it. The child needs to record with a pencil or chalk only such words as he can spell. Who will dispute that statement? All right, then, if we give our children the power to write all the words they can spell, we have made it possible for them to express the ideas which they ought to write. But we can't say that we have given any of our children the power to express the ideas which they want to write". Our children might "want to write" about a rhinoceros, you know.

Some writers forget that every single letter, and easy words, can be taught to children in an interesting way. The teacher who cannot take a single letter, small "m," for instance, and make the learning of it interesting to boys and girls is not very resourceful. Why, she can talk about the three "hills" in "m". Basing her instruction on the hill idea, she can develop this count as the children write: Climb, slide, climb, slide, climb, slide, finish. Or she might count as follows: Over the hill, over the hill, over the hill, finish. Then, again, she might say, round top, round top, round top, finish. While she is developing the letter she can talk to the children about their experiences in climbing hills—the steepness of some hills, the roundness of other hills, the long climb one must make sometimes when coasting. Even the Norwegian ski can be brought in to increase interest.

I am convinced that the makers of modern penmanship texts knew a thing or two when they prepared their manuals. Having a definite, first hand knowledge of the simple strokes necessary in the making of some letters, they rightfully placed these letters first in their compendiums and manuals.

They arranged their texts so that children could proceed from the simple to the complex in easy logical steps. It is not a mere accident that

(Continued on page 24)



UNUSUAL — PRACTICAL

Co-Operative Service of The Business Educator

HERE'S EVERYTHING YOU NEED

USE THIS NOVEL "QUESTIONNAIRE" FOLDER FOR YOUR SPRING ADVERTISING

It is just the right kind of Advertising to send to Public School Students, and the price is only \$10 per thousand

This "Questionnaire" title page is reproduced full size from our new six page spring folder. The folder is finely printed in a striking combination of blue and green inks on white coated book paper. The page size is 3 by 6 inches. This Questionnaire "Sets you thinking" but, differing from most other questionnaires, this one also gives the answers to the questions. Thus, the reader is compelled to think along suggested lines. And this is what makes successful advertising.

The appeal of this folder to young people is so strong because it presents the advantages of a commercial course in language and its grounds that young people understand and appreciate. Read the full text of the copy below.

This folder hits the nail on the head, if ever advertising did. The facts about commercial training are presented in a way to make young people want to attend your school, if you use this form. This is just the right kind of publicity to send to public school students, who will soon be completing their year's work. It is about equally good to mail to any list of young people or to distribute to the homes of business houses in your territory.

The folder is novel in the idea, attractive in appearance and unique in the way the information is presented. It makes a favorable impression from the start, holds the attention to the end and urges action in a logical, inoffensive way.

The price has been made uniformly \$10 per thousand to readers of this publication. This price includes printing your name and address at the bottom of the last page and exclusive service to you in your city. The rate is based on check being sent with your order and f. o. b. Denver. The folders are carefully packed and shipped flat.

This advertising is more than so much ink and paper. It is a carefully designed message to influence young people to enroll for commercial instruction. It is good all-the-year-round advertising and we suggest that you make your order sufficient large to cover your need until fall.

SPECIAL REBATE. If orders for 50,000 or more of these folders are received during this current month, we will rebate 10% of amount of your order to you in cash.

Send order and check to National Advertising Service Co., 1424 Lawrence St., Denver, Colo., and be sure to include copy for your name and address as you want them printed.

Full Text of Folder

QUESTIONNAIRE (With Answers) To Start you Thinking

The questionnaire came to us out of the war, as a new word and a new method of gathering and classifying information. It has proven its usefulness in many fields and is today being used by business houses to gather opinions and to spread information, as an important adjunct to their selling campaigns.

It is therefore fitting that a school teaching practical business office methods should utilize the questionnaire to present to young people the value of commercial training at this time.

These questions, with answers, will set you thinking, because there are just such questions as you may have been asking yourself or perhaps asking others to answer for you. You will appreciate the clear, dependable answers, which are based upon the facts as we see them, upon our experience in training young people for office positions.

No. 1. Why are so many young people taking commercial courses at schools that specialize in office training?

Because they have found that they can qualify for salaried positions easier and quicker in this way than in any other.

No. 2. How long does it take to complete a commercial course?

A single school year, more or less, depending upon the kind of course selected, the mental ability of the student and the time that he devotes to study.

No. 3. Are graduates assured of positions when they complete their courses at your school?

Yes. We have no trouble in placing all graduates in satisfactory positions.

No. 4. How do you do this?

By maintaining a Position Department, which is as convenient to business men, employing office assistants, as it is valuable to our graduates.

No. 5. Do you get positions for students who do not complete the courses?

We frequently do this, when a student is obliged to leave school before completing the selected course. Those who wish to earn some money while attending school are also helped by securing temporary part time positions for them while still enrolled as students.

No. 6. What is the present and prospective demand for stenographers, bookkeepers and other office employees?

There is a constant and increasing demand for trained workmen who can be depended upon to do their work well.

No. 7. What kind of salaries are paid to beginners?

Excellent remuneration, depending upon the ability of the employee and the nature of the work. Salaries paid may be said to be almost invariably much larger than the employee could obtain without the training of the commercial course.

No. 8. What are the chances for advancement?

In no other line are the chances for advancement better. Employees are always on the lookout for assistants who can do the work of higher and better paid positions.

No. 9. What are the general working conditions in an office?

Unusually attractive. The hours are usually short with congenial surroundings and summer vacations, with pay, are often granted.

No. 10. What are the usual first positions after completing your commercial courses?

The positions of stenographer and bookkeeper are most common, though many graduates fill other positions at once, upon leaving school.

No. 11. What are some of these other positions?

Those of secretary, filing clerk, correspondent, salesman, etc. So graduates secure executive positions at the start.

No. 12. Starting as stenographer or bookkeeper, what are the most common steps of advancement?

Stenographers become private secretaries, then easily advance to work requiring more executive ability. Frequently they become the heads of departments and advance to handle large business interests, either for others or in business for themselves. Bookkeepers become auditors and advance to important accountant work and responsible positions in banks and other business institutions.

(Continued on next page)

Questionnaire

For Young People



IT SETS YOU THINKING



National Advertising Service Company

ECONOMICAL — PROGRESSIVE

TO ADVERTISE YOUR SCHOOL

No. 13. Is the field for graduates limited to a few lines of business?

No. A commercial course is valuable in every line of business and an office position often leads to great business success. Thousands of successful business men in this country started as stenographers or bookkeepers. The practical experience in these positions leads directly to more important places, and there are opportunities to progress in many ways.

No. 14. When is the best time to start a commercial course?

Now is the best time. If you can't enroll at once, arrange to do

so as soon as possible. The sooner you begin, the sooner you will be qualified to fill a salaried position and become independent.

The foregoing questions and answers are a fair presentation of existing conditions. Their only fault is that they do not tell all of the story. If you want to know more about training for office work, call or write for special information about our courses or about preparing for the kind of position that you want to fill. Complete, dependable information will be sent you promptly.

Name and Address of Your School Printed Here at the Bottom of Last Page.

REDUCED PRICES ON SYNDICATE FOLDERS

If you want to distribute an attractive folder or mailing card at small expense, the syndicate or stock forms that we have on hand are the thing to use.

As an illustration of the economy of this class of advertising, take a form like one we have called, "The Short, Easy Road to a Salaried Position" for example. This is a six page folder, page size about 3 by 6 inches, printed in orange and black. Each page has a tint background, the title page is reproduced from a hand lettered design, the stock is coated book paper and the copy is a strong, logical argument in favor of a commercial course. It shows just how and why a course at your school in indeed the short, easy road to a salaried position.

The price for these folders is \$10 per thousand. If you were to design such a piece of advertising yourself, it would cost you not less than \$40 to \$50 for 1000, not counting the work of preparing the copy.

Write for a sample of this form or for other samples. We have them designed especially to interest teachers, and for various other classes of prospects and to feature different phases of commercial training. All are especially priced in accordance with this new service plan, co-operating with the Business Educator. You cannot get better looking advertising anywhere.

NEW BOOK ON BUSINESS COLLEGE ADVERTISING

So many schools have asked us questions about school advertising, that we have written a book, covering the subject in such a plain, practical way that you can easily get real help from it.

There are eleven chapters, each of about 1500 words, illustrated with 24 reproductions of cover designs, newspaper ads and other advertising. Here are some of the subjects: Making Ads Pay, Planning the Campaign, Prestige from Advertising, Building a Catalog, Prospects and Inquiries, Extravagant Claims, Timid Advertising, How Some Schools Advertise.

The information is easy to adapt to your own advertising, and you are almost sure to find satisfactory answers to the very questions you would like to have answered.

The regular advertised price of this book is \$2, but we are offering it to readers of the Business Educator under our new service plan at the reduced price of \$1.50, postpaid. We consider that the book is big value to you at this price. Send order with check today, and begin to profit at once from the ideas, suggestions and information you will find in it.

This book is a compilation of the matter in the first eleven articles by Mr. Basford, published in the Business Educator during 1922-23.

EXPERIENCE COUNTS IN WRITING ADVERTISING

Successful school men realize the value to them of an advertising copy writer, provided they can get one who knows something about school advertising.

Practical experience in the particular field of business college publicity for about eight years makes it possible for us to write special copy for your form letters, folders, booklets, mailing card, house organs or catalogs, that you instinctively recognize as being the kind of matter that will surely represent your school.

We do this original copy work exclusively for the school ordering. It has nothing whatever to do with our Syndicate Folder Department. You will appreciate the way we handle your order, from start to finish. Rates are reasonable, too; as an illustration, \$5 for the average single page letter.

No matter how good a copy writer you may be yourself, sometimes you feel the need of outside help. You want to get another's view point. Or you feel that your own work is growing stale. You want new, original ideas or new ways of expressing your ideas, another's vocabulary. Then write us about it. Send an initial order. You will be pleased with our work, just as many others have been.

All orders and correspondence is strictly confidential. We never yet have broken faith with our patrons. Avail yourself of this branch of this new co-operative service.

While this is a co-operative service to the readers of this magazine, all orders should be sent direct to the National Advertising Service Co.



Remember,
Your
story in
pictures
leaves
nothing
untold"



PICTURES DO ATTRACT

The right picture in your ad will tell your story better and quicker than plain type. You can now get those unique illustrations that compel attention and make your advertising effective, at usable prices.



Drawings, Photo retouching, Half-tones, Zinc Etchings, Letterhead Designs, Catalog Illustrations, Color Plates. By experts trained in the needs of advertisers and results are satisfactory when you order from us.

ILLUSTRATED ADS PAY BEST



NATIONAL ADVERTISING SERVICE CO.

1424 LAWRENCE STREET - DENVER, COLORADO





MARSHALL

(Continued from page 18)

from November to April. Also, I have wintered in New England and have seen the drifted alabaster that inspired Whittier and Lowell to produce the two greatest snow poems in literature,—poems that will outlast the fairest marbles to which sculptors have ever set chisel.

All of which is by way of giving something of authoritative emphasis to my carefully considered statement that the snowfall that glorified these Klamath Mountains this week surpassed in beauty anything I have ever seen or read of in the way of snow.

All the day before a warm rain had been falling from a dark, unbroken sky solidly cloud-roofed for miles up into the ether. The groves of evergreen pepperwood, madrone and tan-oak on the hillsides above our ranch, and the dense forest of Douglass spruce on the steep mountain slopes across the river, presented at nightfall their usual aspect of clean-washed greenness. By eight o'clock next morning, there was not a suggestion of green anywhere, just a transfigured world garmented in swansdown. As the downfall grew denser, the great white-robed spruces across the Klamath fell out of the picture like a "fade-out" at the movies, leaving only a misty white screen. There was not a breath of wind, and utter silence, save a faint sibilant whisper that might have come from the great fluffy flakes jostling one another on their vertical way down from the white sky. My thermometer marked 35, and those three points above freezing gave to the snow its power to cling softly to everything it touched. "And the poorest twig on the elm-tree was edged inch-deep in pearl", or would have been had we had any elm trees. However, the alders took the part well enough, and their long catkins added pendants to the pearly make-up. Even the smooth shiny leaves of the pepperwood could not escape the clinging embrace of the snow, but became lance-shaped plumes that might have been the spread pinions of white doves. As the snow coat thickened, the leaf spaces on all the trees became bridged over till the tree was no longer a tree, but some shapeless form draped in a mantle of ermine.

The giant cherry tree out in our yard, said to be the largest in the state, repeatedly put over a stunt that was worth watching. As the snow piled up on the topmost twigs, thirty or forty feet from the ground, there came a time when the mass toppled over, racing downward and carrying other similar masses with it, producing a sort of snow cloud-burst, or aerial avalanche, if you prefer it. Something similar happened in a big apple tree near-by where a company of hungry Oregon thrushes came to breakfast on the vestiges of fruit still on the tree.

Toward the middle of the afternoon, the snow suddenly ceased fall-

ing, and the curtain was lifted upon a wonderful panorama of marbled drapery that covered all the forests for miles and miles up and down the winding gorge of the river. To my eye, snow is infinitely more lovely when thus festooned in mid-air than when lying in unrelieved whiteness on mountain tops or level plains. Then, with equal suddenness, the curtain was rung down, and the snow-storm was on again. (By the way, what an incongruity of speech it is, to call such a gentle and noiseless phenomenon, a "storm"! As well call the breaking forth of springtime blossoms, a "flower-storm".)

As night came on again, it became evident that those dainty bits of frozen gossamer are capable of doing titanic things. A single snow-flake is about the frailest, lightest thing that Nature turns out from her laboratory; a thousand billion of them may spell destruction. One after another, the great spruce trees across the river began to succumb to their over-loading, and go crashing to the earth, ending five hundred years of stately growth in a broken tangle of debris. The booming roar of these catastrophes echoed and re-echoed along the gorge, jarring ominously the intense silence of the night. It happened that I had been reading the charming article in the January "Geographic" on snow crystals. It was a curious reflection that these exquisite microscopic gems could, in one day of silent work, accomplish a forest destruction that a hundred years of windstorms and earthquakes had failed to effect.

The next morning, the sun came above the mountain into a sky of that intense blue known only to California skies. In its whole expanse here was not so much as the fleecy trail of a cloud. As the flood of sunlight poured down into the sinuous gorge of the river, it lit up a scene of such dazzling and unearthly beauty as to make mere words a near impiety. There were no more forests, only vistas of fringed marble columns. The fences, the barns, the woodpile, the ancient shacks—all the humblest, homeliest things of the ranch were glorified in divine whiteness. My eye was caught by a group of pepperwoods across the river. Their plaint boughs had lost their prim erectness, and were arched toward the ground like weeping willows. They seemed a cluster of spraying fountains frozen in mid-air.

BENBOW

(Continued from page 18)

any class enough material for all Penmanship lessons can be secured—corrective, practical, and needful.

It is not beside the point to touch here upon one of the problems of many Penmanship teachers—the teaching of young children to write—not in any hand-me-down method from the elders but in a way suited to their needs and abilities, as children, to execute. In all up-to-date pedagogy, writing of less refinement but insuring greater

case is advocated. Dr. Frank N. Freeman in his series of latest articles now current in the *Elementary School Journal* says "Writing for the first year should be on the blackboard as far as practical because this gives greater encouragement to large movements and because in writing large letters fewer delicate co-ordinations are required." This, of course, must be followed by large work on paper, and Dr. Freeman advocates a size in finishing first grade of $\frac{3}{8}$ inch for minimum letters. He further states "crude results may be regarded as satisfactory at first if movement is free. One must be impressed by the fact that the child cannot for some time use his writing as a means of communicating his thoughts—but to give a pupil practice in handwriting merely as a skill will hasten rather than retard its development as a means of expression."

Repetition is necessary in learning any skill. There are many things to be said against certain kinds of repetition that we are acquainted with in teaching—the thoughtless, which profits no one because it results in nothing but waste time; the useless, because it is not needed. (How many times have we seen a pupil spend time over line after line of a drill or exercise after he has mastered it, simply because the rest of the class is doing it); the monotonous, which though necessary, has lost its interest because it has never been varied; the unsuitable, because it has been ill-chosen through haste, ignorance or carelessness.

The word *acquire* is such a significant word for us in the teaching of Penmanship. Our pupils must get a good handwriting in exchange for something. We cannot hand it out to them, it must be bought and paid for by work and, since I believe in frankness, I am always ready to agree with pupils who say it is hard work to learn to write well. It is, however, my policy to assume that pupils enjoy paying for what they get. If you doubt this, ask a class of young children, "What shall we do today, something hard, or something easy?" and hear the reply, "Something hard," or, suggest to a class that you have something you'd like them to try but you are afraid it will be too difficult, and see the pleading looks or hear them say "We can do it, let us try."

After witnessing such eagerness in the early school years we ponder over the lethargic behavior of older pupils when hard work is imminent.

The pupil knows that work is the price he must pay for good handwriting. Our problem is to make the work congenial and not drudgery by varying the necessary repetition and by linking it up with everyday problems.

We must teach pupils how to diagnose their own troubles, how to recognize their own difficulties and then help them to correct them. In doing this we are giving them a gage by which they can constantly measure and criticize their work, and this is the way

(Continued on page 24)



Practical Advertising Plans

By HARRY M. BASFORD.

Business Manager of the National Advertising Service Company
1424 Lawrence St., Denver, Colorado

No. 2. Getting Students from the Public Schools

The student body of the public schools offers a fertile field for business college advertising and that without encroaching upon the work of the great school system in this country.

There are several reasons why public school students enroll in commercial schools:

They graduate either from high school or grammar school and wish to take practical courses that prepare for salaried positions.

They grow tired of public school work and prefer to enroll for commercial training.

They are obliged to leave school for financial reasons, so that they may more quickly qualify for salaried positions.

Some students wish to continue their studies during the summer vacation, so as to be that much further advanced in the fall.

This is the season of the year when school men naturally begin to think about putting out some advertising to these public school students and it is therefore timely to devote this installment on our series of articles to this subject.

The class of prospects who make up the student body of the public schools is one that can be made to yield large results from advertising, if approached in the right way. Advertising that might be very effective, when sent to teachers, will not do. Neither will publicity designed to interest young people now employed in factory work or unskilled labor.

Public school students are in a class in themselves. They think and act differently from others. Their training has made them different. They have different ideas about education. They range in age from about twelve to twenty. They all have some educational foundation on which to build their commercial training. They are apt to be egotistical, inflated with their own importance. With the enthusiasm of youth, no heights seem to great for them to reach. They live in the present and usually do not consider either the past or the future very seriously.

These characteristics do not mean that public school students are difficult to approach or that they are hard to influence. Some of them, indeed, indicate quite the contrary. And a good, strong constructive advertising campaign to this class of young people should return even better than average results from a given expenditure of money, or investment as it might more properly be called; for advertising should be an investment

if it is done according to correct principles.

Some very attractive serial advertising to students has been done by appealing to the human interest of the reader thru the recital of the doings of a boy or girl who learned by experience the value of practical commercial training in getting a worth while position and using that as a stepping stone to higher places.

Notable among these series of advertisements have been "The Rise of Artie Wise", "Mary Ambitious—Her Story" and "Johnny Jones Climbs the Hill of Success". A closely connected campaign can be carried on in this way by running a series of single column newspaper ads, about six of

After You Have Read This Article—

Turn to the double page announcement of the new cooperative advertising service of the Business Educator and the National Advertising Service Co. on pages 20 and 21.

There you will find a ready-to-use, two-color folder that is just the thing to catch the interest of public school students. It is called "Questionnaire" and it starts the reader thinking along suggested lines in a way well calculated to lead to the desired action—enrollment.

This is only one feature of this service. Mr. Basford's new book on business college advertising is offered to Business Educator readers at 25% below the regular publisher's price. Advertising copy, hacked by Mr. Basford's experience, is available at very reasonable rates. Drawings and cuts are also supplied, with that touch of school experience that lifts them above the ordinary quality. Advertisement.

them, depicting the career of a hero or heroine in leaving the public school, securing a poorly paid position doing disagreeable work, then the start in the business college course, graduation and the achievement of an office position as stenographer. This leads to promotion to the position of secretary, then manager of a department with increasing honor and salary.

In connection with the newspaper advertising campaign, a folder carrying all of the ads, illustrated, with a title page and summing up page, is distributed to the mailing list of the schools at about the same time the ads are run. The average reader is therefore very liable to see the same ad twice in the two different mediums and each form of advertising reinforces and strengthens the other.

In preparing advertising for public school graduates and students, the principal consideration is to design something that will probably appeal to this class of prospects. And with a knowledge of their likes and dislikes, it is quite possible to do this. A letter with a folder will often carry

your message better than either one without the other. If you use both forms, the letter would carry the more personal appeal, while the folder could be more general in its nature, on some subject connected with commercial training or the regular courses of the school.

Appeal to the reader's ambition by holding up the successes that have been won by others thru commercial training. It will not do, however, to picture only success that can only be achieved years in the future. Young people live more in the "Now" of life than in the future and demand quick returns. The advantages of a salaried position in the comparatively near future, a year ahead, will usually appeal stronger than greater success later on. And the advantages such as a good salary, pleasant surroundings, clean work in an office, and the chances for an increase in salary and advancement are the ones that interest these young people.

By illustration and pointing out conditions that they already know, young people can be shown the true facts so that they will recognize the truth of your statements when you say to them that they cannot expect to secure desirable positions unless they have been trained to do some special lines of work particularly well.

Most young people like to travel and to get positions away from their home towns. It can therefore be shown that training for an office position opens to them the door of employment in towns and cities everywhere. This should be shown however, without reflecting upon the home town, and without acting as a lure to induce them to leave home.

Many well known public characters have stated that they owe much of their success to their commercial training early in life and such examples can be used with good effect in connection with some advertising.

Most schools now have summer sessions and the public school students should be urged to enroll for this summer work. At the same time, the opening should be left, so that the prospect will be favorably inclined to enrollment in the fall if other plans are decided on for the summer months. Avoid a final decision on the part of your prospect if the immediate decision would not be "Yes". In other words, prevent the prospect from deciding against your school if possible.

A very successful advertising salesman recently told me something of his methods and there is an analogy between his position and that of the commercial school. This man sells advertising space in a newspaper. He calls on many business people who are not regular advertisers. Before presenting his proposition, he decides how large a contract each prospect should sign. Then he concentrates all his efforts on selling that particular contract, not one of a lesser amount. And he told me that he had just come to the conclusion that he had lost



\$1000 by not making his last 200 contracts \$5 more each.

In much the same way, a school loses when it permits students to enroll for the shorter or cheaper courses. If you aim high, have confidence in yourself and your school and have truly meritorious instruction to offer, you may find that it is just as easy to sell scholarships for one course as another. Sometimes the cheaper course is the harder to sell.

It has been said that business colleges furnish their graduates better education than the great and famous colleges and universities of the country. This because the commercial schools approximate actual life so well that the graduate can immediately step into a paying position and that after spending the minimum amount of time and money, compared with the requirements of the great institutions of collegiate learning.

Every young man and most young women can profit from business training, no matter what their future positions in life may be. This fact should be featured in school advertising because it broadens the scope and make a commercial course attractive to many who would otherwise see only limitations instead of the broadest helpfulness in a commercial course.

A business college course costs but little compared with the tremendous benefit and advantage to the graduate. Some schools underestimate the value of their training. They lose sight of the wonderful possibilities for them and for their graduates, in petty competition with other schools, cutting prices of tuition, extravagant claims and other secondary considerations. The truth is good enough about a commercial education and can be made so attractive and valuable that young people will gladly exchange their money for tuition. The fact holds true regarding selling tuition the same as anything else—permanent success must rest upon "value received" and both buyer and seller must be benefitted if any bargain is to be considered a complete success.

School men often want to know the real value of so called "Stock" or "Syndicate" folders and mailing cards compared with advertising designed and printed exclusively for the school sending it out.

As syndicate advertising forms a considerable part of the business that I manage, naturally I have had some experience with it. And my honest, candid opinion is that this kind of publicity will bring about as good results as the same number of pieces of original advertising, providing it is carefully selected.

Syndicate folders can now be secured for almost any purpose, that is to feature any particular phase of commercial education or to interest any particular class of prospects. Its cost is very much less than original matter, usually about one fourth the price. Syndicate advertising must be attractive or it would not sell; it is usually well printed on good paper, and finely

illustrated. In many cases the use of syndicate advertising means that the school can be represented by much better looking publicity than would otherwise be possible.

ARNOLD

(Continued from page 19)

the first words presented in some penmanship texts are "in", "me", "man". No, no, friends. There is not now nor never was any legal enactments to prevent penmanship publishers from presenting hippopotamus and gorilla as their first words. The men who write sane penmanship texts build the foundation of writing before they build the roof. That's the sane way to proceed about anything.

But the dear "doctor" who got his degree from Podunk University can't understand that. He feels sorry he did not arrive in time to write a system of penmanship that would teach children to write the Declaration of Independence and Washington's Farewell Address before they had mastered any of the simple letters. It is so uninteresting, you know, to teach a child a simple, understandable thing! Put him in the trigonometry class and let him master the figures as he needs them. Take the child immediately into Shakespeare, and let him learn to spell "cat" when "he feels the need" of writing the word. Sure, Mike, why not?

In closing may I say with all reverence these words: From the theorists, good Lord, deliver us; for "day by day in every way" they are getting wilder and wilder.

INTEREST IN GOOD WRITING

When renewing his subscription to The Business Educator, C. Layfayette Bosworth of Philadelphia makes this comment. The Business Educator is too good to miss, especially at this time when so much interest is being taken in the subject of good writing.

INCOME OF N. C. T. F.

It is generally the case that the man who pays for a thing owns it, and that the man who owns an article or organization will control it.

This is not always true, of course, and it may not be true in the case mentioned below. However, it is interesting to note that out of the total receipts of the National Commercial Teachers' Federation in 1921, amounting to \$2,943.00, a total of \$1,909.00 came from publishers of commercial texts and manufacturers and dealers in commercial school equipment, who paid \$294.00 for advertising in the program and \$1,615.00 for exhibit space.

This is not written to object to the amount of money paid, but it does seem ominous for the future welfare of the Federation that of every \$3.00 received nearly \$2.00 is contributed by publishers.

It does not always work out that way, but the tendency is that the man who pays for a thing owns it, and the man who owns a thing runs it.

EDUCATIONAL MEASUREMENTS

(Continued from page 17)

standard test helps the pupil to see himself as he really is—not as the teacher says he is. Moreover, the standard test tells the teacher specifically what educational treatment the child needs.

There is a growing effort to make standard clerical tests in which each element of the test will be drawn from direct clerical or business usage. The Thurstone Employment Tests are of this type. Some of these tests measure ability to correct errors in figures, others errors in typed material, others ability in different kinds of filing, etc. We use the Thurstone Clerical Test in our office to test the ability of all new help assigned to us. We have found the tryout system too wasteful. When a new girl is assigned to us, we hand her a Thurstone Clerical Test and ask her to sit down and do what it tells to do. One case will illustrate. Miss F was a young girl who had failed to finish high school, had failed in almost everything. We doubted very much her worth in our work. When she handed in her test paper, we discovered that she worked much more rapidly than the average girl who comes to us; and that her work was more accurate than the average girl's. Her weak spot was in forming judgments. It happened that we wanted speed and accuracy and that the element of judgment scarcely entered the work she was to do. Three months of her work convinced us of the value of the test. The test has not failed us in a single case. When it shows us that a girl is weak in certain types of work we usually explain to her what that weakness means in the phases of our work which she will meet. Forewarned is forearmed. Where possible we assign a girl to those tasks she can do best.

Commercial courses have one excuse for existence—to help boys and girls fit themselves for work in the business field. Standard tests help the commercial teacher to diagnose the needs of each pupil who comes into her class, help the pupil to see clearly the obstacles he must overcome, give the pupil a sense of the practical values of his commercial work, and place the school in a position to guide each student into the position he can fill to best advantage.

J. CAYCE MORRISON,
Specialist in Educational Measurements
State Education Department,
Albany, N. Y.

BENBOW

(Continued from page 22)

toward improvement instead of retrogression.

We must teach that work can be a pleasure rather than a drudgery, and, finally, we must help our pupils to measure themselves. In so doing we cannot escape, for we are in this way giving them the tools to measure us as well, and we cannot afford to leave our problems unsolved and to be found wanting.



AMBITION TALKS

By Harlan Eugene Read

President Brown's Business Colleges of Illinois



BUSINESS FORECASTING

Business forecasting is a wonderful science. J. P. Morgan has the witch of Endor pushed into the discard, and Zephaniah had nothing on Roger Babson. Patrick Henry in one of the greatest orations of modern times exclaimed: "We can judge the future only by the past!"

He was speaking of political conduct, as Zephaniah and the Endor lady spoke of morals; but what he said has a commercial angle to it. Business is a science today and **captains of industry** do not guess. They have learned what the insurance companies found out a long time ago,—that the **law of averages** is more easily enforced than the eighteenth amendment, and that a **natural law**

has a human law beaten to death, as to reliability. The law of supply and demand can't be repealed by a legislature and no government ever lived that could change the factors of production.

We are today solving the question of prophecy. We are beginning to learn what a prophet is. Roger Babson is demonstrating the truth of what Patrick Henry said: and we know today that whatever a prophet may have been in the pleistocene age, the only specimens alive today are shrewd observers and statisticians who know a thing or two about that has happened in the last twenty years, have a half-Nelson on the general slant of the times, and figure the future on the basis of the past, plus

improvements, indications and ordinary intelligence.

The methods of analyzing fundamental business conditions are known to a reasonable degree of accuracy by the experts. The little fellow that play the bucketshops do not as a rule know these conditions. The big operators do. It is luck in one case. It is prophecy in the other; and luck has about as much chance against prophecy as a roulette wheel has against an adding machine when you want the right answer.

The man who understands exactly what the mass of people will do under certain circumstances, or what business conditions will prevail three months hence, is neither an oddity, a freak, or a monstrosity. He is a prophet.

And the interesting thing about it to you, personally, is that you can learn to be a prophet. Good commercial courses lay the foundation for successful forecasting. The scientific study of mercantile, monetary and investment conditions today is a possibility for all trained men and women of reasonable intelligence.

HELP MEN TO DO MORE WORK

That Is the Secret of Business Success

By THE EDITOR

If any man knows how to succeed, certainly Charles M. Schwab does; and this is what he says:

"Nothing is so plentiful in America as opportunity. There are more jobs for forceful men than there are forceful men to fill them. Whenever the question comes up of buying new works, we never consider whether we can make the works pay. That is a foregone conclusion if we can get the right man to manage them.

"All successful employers of labor are stalking men who do the unusual, men who think, men who attract attention by performing more than is expected of them. These men have no difficulty in making their worth felt. They stand out above their fellows until their superiors cannot fail to see them." ("Succeed—inf With What You Have.")

Do you who are reading this know what Schwab is saying? Do you know what kind of men he is talking about? What qualities he wants in men?

Here is a suggestion from Gerard Swope, President of The General Electric Company, another man who has been unusually successful, which gives a clue to the meaning of the paragraphs from Mr. Schwab:

"An executive is measured by the work he makes it possible for others to do." (Quoted in Forbes Magazine.)

You will see that the men Schwab is talking about are **EXECUTIVES**—men who can help others to do more work; for he speaks of getting men to "manage the works," and say that "*employers of labor* are stalking men who do the unusual." The search is not merely for men who can do things themselves—not merely for hard workers—but for men who can help others to do things, and can inspire others to work hard.

The men in important and highly-paid positions

in any industry are the executives—the presidents and general managers and foremen and others. These are the positions you must reach, if you would realize your ambitions for material success in business.

Well, your fitness for such positions is not to be measured by how much work you do, but "by the work you make it possible for others to do."

It follows that you will never climb to such positions by hard work merely—although hard work is important. It helps you to advance from one "job" to another, and to secure increases in salary; but *if you would rise very high in business you must rise on the work of other men.*

And the only way to rise on the work of other men without doing them injury is to help them to do more work.

That's what Swope says—that's what Schwab is talking about—that's what "inspirational" writers in dozens of magazines and thousands of books are trying to tell you. You must learn to help other men to do more work if you would rise in the world.

It isn't easy to help other men. Some men seemingly can't do it; they are too ill-natured or too lazy mentally ever to help others to do more work. Fortunately they have men to help them, or they would starve.

But YOU, my ambitious young friends, will begin today to prepare for leadership. And to that end you will from now on do these two things:

(1) You will study how to help others to do more work.

(2) You will help others to do more work—at home, at school, wherever you may be—because in such helpfulness you are practicing the qualities that make for the largest success.



The Ways and Means of Speech

By CARL MARSHALL

Introductory

My purpose in writing this series of articles is to present in readable form a general survey of our mother tongue, also some facts and reflections concerning language in general that, properly enough, are not to be found in the ordinary school textbook. I am hoping to make these articles helpful and interesting to that numerous class of enterprising young teachers who did not cease to be students when they settled themselves at the teacher's desk. Yet they are not written for teachers alone, but for anyone with a taste for prying into the interesting things of language. I recall how difficult it was in the early days of my teacherhood to find books on language that were at once interesting, informing and broadening. Most of those that I got hold of seemed to be written either by scholarly specialists who flew so high above my head that I could get little more than the motion of their wings, or else by textbook hacks who plodded dully over the well-worn roadways of grammar and syntax and never took to the air at all. I suspect that things are not much better now. At least, I find very few language books in the libraries that I could have read with much interest or profit during the formative period I speak of. There still seems to be a notable absence of entertaining books on our English or as Mark Twain would have said it, our "American" speech, that meet the needs of those that are well out of the Grammar Class but still hardly fitted to follow the cloud-soarers. Whether I, who am not even a linguist, let alone a philologic specialist, but merely an old retired schoolmaster, can meet this want, remains to be seen, but at least I am going to have the credit of trying. My only credentials for the job are that all my life I have been an enthusiastic student of my own mother tongue, its origins, methods and mysteries, (for it has mysteries a plenty) passing my gleanings on to others through teaching and occasional writings, at the same time trying to make my own forms of expression decently intelligible, even though they do fall short of literary pre-eminence.

With thus much of introduction, the rather personal flavor of which I hope the reader will pardon we will to the task itself.

The Beginnings of Speech

Language, in its broadest conception, is a system for signaling emotions, ideas, facts or thoughts from one mind to another. The lower animals are very evidently endowed with it, as is clear to all of us who have seen a dog raise his hackles or wag his tail, or heard a hen warn her brood of an approaching hawk, or listened to the vernal birds calling to their mates.

Language signals may come either through the eye, the ear or the touch. Sir John Luccock tells us that ants, bees, and other hymenoptera have an elaborate code system which they carry on by means of their antennae, or feelers. The leader of a flock of blackbirds, pigeons or shore snipe can issue orders so unmistakable that the flock, though flying in such close formation as to appear as a cloud, will instantly turn and reverse their flight, and with such military precision that not one wing in the thousand or more will so much as brush another.

Speech is a narrower term than language, meaning oral communication by means of words. Language, in its restricted sense, means any communication by means of words, whether spoken, written or indicated by signs or symbols, as in telegraphing or in the sign language of the deaf and dumb. In common usage the two words are often confused. Speech is a very ancient institution, while written language is, comparatively speaking, a modern invention. Probably more than half the human race today manage to get along without written language, and even the most intelligent of us speak vastly more than we write. It is important to the student of language to remember that written or printed language is a mere offshoot and adjunct to the spoken word, and that the origin and foundations of language are to be sought for in the latter. We can know no language fundamentally by means of books. We must know it as it comes alive and warm from the mouths of those who speak it.

There have been much speculation and some more or less picturesque legends as to the origin of speech, but very little is really known about it. A great many words, especially the names of many animals, certain actions, and various natural phenomena, have their origin in a primitive attempt to imitate sounds. The word horse, for instance, is a palpable attempt to represent the sneeze or snort of that animal; also the words snort and sneeze themselves are sound words. The word lion (originally pronounced lee-o, or lay-o) is a sound word, as is the African name simba, which is a different attempt to put the two-syllabled challenge of the lion into human speech. Among other obviously soniferous words are hiss, roar, swish, howl, crack, jump, grind, bark, woo, sing, twitter, and hundreds of others. No doubt the soniferous origin of a great many words has been obscured by changes of pronunciation brought about by the intrusion of written language. Many others were probably invented outright, and with no discoverable connection with the ideas they signify. This is a process that is still

going on with us to this day, as witness such words as guy, skidoo, gink, skeedaddle, and others that come from the sprouting-beds of modern slang. Others by a sort of clipping process have been disassociated from their original stems and the latter have been lost utterly, thus making the retained part of the word seem like a coined word, when it is not. This process is also going on among us, as is shown by the clipping of graduate into "grad," pepper into "pep," gymnasium into "gym," gasoline into "gas," caterpillar tractor into "cat," etc.

Language has aptly been compared to an evergreen tree which is constantly growing new wood, bark, twigs and leaves, and as constantly sloughing off the old growths. Oddly enough, this entirely natural and wholesome process has nearly always been stubbornly opposed by the grammarians, dictionary makers, and other scholastics, who seem to think that the language as they happen to find it should be first embalmed and then petrified. But happily, our speech pays no more attention to the grammar and dictionary Gradgrinds than did the Atlantic waves to King Canute. It refuses to be either embalmed or petrified or even pruned. Like a tropical forest, it continues to expand and spread, growing as the minds of men grow, and filling the world of mind with new beauties of thought and emotion.

There is an inseparable connection between the mind of man and his language. It is altogether probable that the breaking away of our distant ancestors from the brute world began with the dawn of speech. At all events we know that none of the lower animals have anything resembling human speech, beyond their crude signaling through cries and barks and growls and erected bristles and bared fangs. Neither has any one of them ever been taught to utter a single human word intelligently, much less to form sentences with them. A few of the more docile of them can, through the association of sounds, learn to a very limited extent the signification of certain human words, as the ox learns to go to the right when his driver says "gee," and to the left when he says "haw," and the terrier will learn what is meant when his mistress says "rats." Also, parrots and some birds of the crow family will learn to utter imitatively certain words and even short sentences, but there is not the slightest evidence that these creatures grasp the real significance of these words or their relations to one another, and there is no recorded instance of any one of them ever framing even the simplest phrase for itself, as a baby will.

Through a careful study of the savage tribes of men we know that their intelligence and mental initiative bears a steady relation to the efficiency of their language. The nearer their language approaches to the guttural squawks and cries and tongue-clucking of the brutes, the more brute-like the men. And the law holds the same when

(Continued on 2d following page)



LEARNING TO DICTATE

A Series of Lessons in Dictating Business Letters, for Men and Women who Expect to be Important Enough to Have a Stenographer

Instructions from a series of "Better Letter Bulletins"
Published by Thos. A. Edison, Inc. Exercises by the Editor

MAKE THE LAST SENTENCE COUNT

By Edward Hall Gardner

Professor, University of Wisconsin.
Author of "Effective Business Letters"

(By permission of Thos. A. Edison, Inc.,
Orange, N. J.)

A good salesman knows how to make the most of his last minute. He has learned the value of leaving a good impression.

Suppose he put on a face like a wooden Indian, and in a monotonous voice delivered as his parting remark:

"Hoping to hear from you soon and thanking you for past favors, we remain yours truly."

Suppose he ground out this same phrase every time he saw you. Suppose he saw you twenty times a day, and always paid his farewell compliments in the same language.

Ridiculous, you say; impossible. But many a house is writing some of its big customers twenty times a day, and closing every letter with the same stock phrase.

A good correspondent makes his last sentence count.

The fact that the letter is an ordinary one, handling a simple situation, does not blind him to the opportunity of using effective language.

Use the last sentence as a good-will builder. Go over the case you

are writing about, pick out some pleasant element, and refer to it at the end. Any man with an ounce of salesmanship in his blood would do as much, in personal conversation. Why not in a letter?

Use the last sentence to summarize the letter—to emphasize the action required.

But if you have nothing to say in the last sentence, stop before you get to it.

The following letters illustrate two different methods of improving the last sentence:

(As Originally Written)

We have entered your order No. 688 in the usual manner for mill shipment, and have asked them to ship as promptly as possible the two dozen checkered face special hammers as on your previous order.

Assuring you of our appreciation of your business and hoping for a continuation of same which shall have our prompt attention, beg to remain,

You overlooked enclosing the bill of lading with your letter of November 5. If you will send it to us by return mail so we may have all the papers before us when the shipment is received at Orange, it will help us to an earlier adjustment.

Appreciating your prompt attention to this matter, and thanking you for past favors, we remain,

(As Revised)

We have entered your order No. 688 in the usual manner for mill shipment, and have asked them to ship as promptly as possible the two dozen checkered face special ripping hammers as on your previous order.

It is pleasant to have your order for more of these hammers follow so closely after your first order. This pattern is making a great hit with the trade.

For some reason the bill of lading did not come with your letter of November 5. Will you send it along by return mail?

If all the papers are here when the shipment arrives, it will help us to an earlier adjustment.

A snappy phrase in place of the usual close, "Yours truly," makes a good change for special occasions. "Yours for better business," "Yours for increased sales," "Yours for service,"—these are only suggestions. One collection expert signs himself,

"Persistently yours." The whole point of the matter is that a correspondent shouldn't look at the end of his letter as a hole to be filled with a wad of words, but as a chance to make a good impression.

"Day by day, in every way, THE BUSINESS EDUCATOR seems to be getting better and better." We wish it the continued success which it so well deserves. GEO. A. MEADOWS,

President, Draughton's Business College, San Antonio, Texas.

James C. Carnahan

DIPLOMA LETTERING—By S. E. Leslie

The diploma season will soon be at hand. The penman will need a variety of styles to satisfy all requirements.

Frequently a very plain style must be used. None is better than Broad Pen Roman. The accompanying example was made complete with the broad pen—no fine pen retouching.

It is a beautiful style, yet very legible. It fits well on a diploma or certificate where Roman type is used. While it is plain, it is sufficiently ornate to take the place of Old English, if greater legibility is required. The spurs are slightly thinner than in the Old English. The accompanying name was lettered in two minutes.

You should work for accuracy first, but at the same time should look forward to develop speed. This latter is absolutely essential in the rush of a busy diploma season. From twenty to thirty-five cents should be charged for this style. Send work for criticism to S. E. Leslie.

3201 Euclid Ave., Cleveland, O

20th Century Bookkeeping^{AND} Accounting

CONTESTS and CONVENTIONS

Preliminary Program
INDIANA STATE SHORTHAND
AND TYPING CONTEST
and
COMMERCIAL TEACHERS CON-
FERENCE
Indiana State Normal School
MUNCIE

April 19, 20 and 21, 1923

Thursday, April 19—7:30-9:30 P. M.
—Normal Hall Social hour for
contestants and teachers

Friday, April 20—Normal Auditorium
9 A. M.—TYPING CONTEST under
the personal direction of Mr. J.
N. Kimball, International Contest
Manager.

9 A. M.—Novice Class.

10 A. M.—Amateur Class.

11 A. M.—Teachers Class.

12 O'clock—Contestants and visiting
teachers will be guests at a luncheon
of the civic clubs of Muncie—Cham-
ber of Commerce.

2 P. M.—SHORTHAND CONTEST.
The 60, 80, and 100 word tests of
five minutes each will be given in
order named.

3 P. M.—Meeting of teachers to dis-
cuss rules and plans for the 1924
contest—Room 206, Normal Hall.

4 P. M.—Awarding of cups and medals
to successful contestants and
schools—Normal Auditorium.

6:30 P. M.—Banquet—Ball Room—
Elks Home (Informal). Corner
Main and Franklin Streets. Mus-
ic furnished by the Merz Or-
chestra.

Address—Mr. Charles Watkins,
Welfare Director, General Mot-
ors Company, Muncie.
Entertainment.

Saturday, April 21—Normal Auditor-
ium

Commercial Teachers Conference

G. H. Clevenger, Richmond, Chairman
9:30 A. M.—What should be the con-
tent of our high school course in
advanced bookkeeping, discussion
led by Mr. C. E. Hostetler, Brazil.

10:30 A. M.—Transcription problems
—discussion led by Miss Mary
Sullivan, Indianapolis.

12 M.—Luncheon—Normal School
Cafeteria.
Address—Mr. Fred McClelland,
Attorney at Law, Muncie.

1:30 P. M.—The commercial course of
study—discussion led by Mr. Con-
rad Morris, Marion.

ILLINOIS CONTESTS

Contests in Shorthand, Typewriting
and Penmanship will be held Saturday,
May 5, at Western Illinois State
Teachers' College, Macomb, Ill. High
School students are invited to take

part. Teachers have been sent infor-
mation in most cases, but if any com-
mercial teacher has not received par-
ticulars of the contest he should write
at once to D. Clyde Beighey, Head of
Department of Commercial Education,
Macomb, Ill.

In the words of the letter of Mr.
Beighey announcing the contest. "By
entering this contest you and your
students will take more interest in your
commercial classes and therefore de-
rive greater benefit from your class
work."

L. M. Wold, President of the Cen-
tral Commercial Teachers' Associa-
tion writes us that arrangements are
about completed for their fine pro-
gram to be given at the 18th Annual
Convention, Des Moines, Iowa, May
3, 4 and 5. Headquarters will be at
the Hotel Savory.

The officers of the association be-
sides Mr. Wold are: Ione C. Duffy,
Vice-President, Emma H. Hagenstein,
Secretary, and V. W. Byles, Treas-
urer.

The executive committee consists
of the following staunch friends of
commercial teachers' organizations:
A. F. Gates, Waterloo, Iowa, B. F.
Williams, Des Moines, Iowa, W. C.
Henning, Cedar Rapids, Iowa.

The Committee on Local Arrange-
ments is composed of Mary L. Cham-
pion, Capital City Commercial Col-
lege, who is well known to the read-
ers of The Business Educator, and
Clay D. Slinker, Director Commer-
cial Education, Des Moines Public
Schools.

NEW ENGLAND PENMEN

The Nineteenth Annual Meeting of
the New England Penmanship Asso-
ciation was held in the Bentley School
of Accounting and Finance, Boston,
Mass., on Saturday, March 10th. Mr.
E. H. Fisher of Somerville, Mass.,
presided, and Mr. H. C. Bentley acted
as host in a very efficient and substan-
tial way. Mr. Frank W. Martin was
elected President of the Association for
the ensuing year. Over two hundred
penmen were in attendance, and all
those present pronounced this meeting
to be one of the largest and most in-
teresting in the history of the Asso-
ciation.

The following program was carried
out:

Morning

1. Address of Welcome, Harry C.
Bentley, B. C. S., C. P. A.
2. The Superintendent's Viewpoint,
Augustine L. Rafter, Assistant
Superintendent, Boston City
Schools.
3. The Teaching of Teachers in the

State Normal Schools, C. E. Doner,
Supervisor and Author.

4. The Philosophy of the Zanerian
System of Penmanship, R. B.
Moore, Zanerian Representative.

5. Market Value of Professional Pen-
manship and Penmen, E. E. Gay-
lord, Manager National Teachers'
Agency.

Afternoon

6. The History of Penmanship. Mov-
ing Picture Film.

7. The Palmer System of Penman-
ship, A. N. Palmer, Author Palmer
Method.

8. Practical Penmanship, J. A. Sny-
der, Southwestern Publishing Co.

9. Personality Talk, Harry Collins
Spillman, Lecturer and Author.

C. W. Jones of Brockton, Mass., is
offering lovers of fine penmanship a
beautiful collection of the work of the
late L. Madarasz. Here are cards well
balanced and full of grace, sentences
and paragraphs beautifully written,
alphabets wonderfully graceful, and
flourishes that charm the eye. All are
written with apparent ease and yet with
marvelous accuracy. Certainly anyone
interested in fine penmanship will get
many hours of enjoyment from study-
ing these pages and practicing from
them.

WAYS AND MEANS OF SPEECH (Continued from 2d preceding page)

we come into the haunts of civilized
men. Men's minds may be graded
accurately by their use and comprehen-
sion of language, all the way from a
Daniel Webster down to the stupidest
tramp in the soup kitchen. A man's
mind rises no higher than his language.

Of course I do not mean that a man's
mind is to be measured by his facility
in and taste for the refined and elusive
arts of poetry and literature. To a very
marked degree a poet or a story-writer
is a specialist, just as a surgeon or a
chemist or a mathematician is. And
any of them may be very clever and
successful in his specialty and unbel-
ievably stupid in other things. The
man of broad culture, the man of mas-
ter mind, is he who knows the whole
range of his mother tongue, who can
express himself intelligently in it, and
can comprehend the expressions of
others. As an example of the kind of
men I mean I might cite Theodore
Roosevelt, William E. Gladstone,
Abraham Lincoln, Daniel Webster,
James Bryce, and Henry Watterson,—
to name a few—all of whom were men
of mighty minds and transcendent lan-
guage power, but none of whom earned
special fame through his literary
graces.

And this is the reason that language
is so tremendously important in educa-
tion. "The apparel oft proclaims the
man" said Polonius, and it is even more
true that language oft proclaims the
man's mind.



MASTERING THE FUNDAMENTALS OF ARITHMETIC

By THOMAS GOFF,

Instructor of Commercial Arithmetic, State Normal School, Whitewater, Wisconsin
(All Rights Reserved)

(The drills and problems given below are copyrighted. All rights reserved.)

Introductory Note.—This is the fourth of a series of articles under the above title to be published in the Business Educator. Addition, Subtraction and Multiplication were given in the previous issues; this issue presents the subject of Division.

DIVISION

There are two forms of solutions of division problems; namely, long division and short division. In long division, the divisor, dividend, quotient, partial products, and remainders are written, while in short division, only the divisor, dividend and quotient are written. Long division is used for the more difficult problems, while short division is used in all cases when the work can be done mentally. Long division involves a knowledge of short division, in that short division helps to find the quotient figure in any step, and also includes all the number facts of both multiplication and subtraction. Short division involves ability to divide mentally by any number as great as 9. We are never required to divide by 0, and to divide any number by 1 gives the same number as a quotient. But, to divide by 2, 3, 4, 5, 6, 7, 8, or 9, involves a knowledge of 440 different number facts, outlined in detail below.

To Divide by 2.

In dividing any number, as 80,796 for instance by 2, the smallest number in any particular step into which we are required to divide the number 2 is 0, and the greatest is 19; hence, if a pupil can divide each of the numbers from 0 to 19, inclusive by 2, naming the results from memory, he knows all of the number facts involved in the division of miscellaneous numbers by 2.

Drill for the Divisor 2.

Practice on the following until the results can be developed in from 12 to 38 seconds. In naming the results say, "4 and 1, 2, 1, 3 and 1, . . ."

2) 9	2) 4	2) 2	2) 7	2) 0
2) 5	2) 1	2) 6	2) 3	2) 8
2) 13	2) 15	2) 11	2) 14	2) 12
2) 17	2) 10	2) 18	2) 16	2) 19

Scientific Problems for the Divisor 2

The five problems following are so constructed that the separate steps require the division of each of the numbers from 0 to 19, inclusive, by 2, and hence embrace every possible condition incident to the division of miscellaneous numbers by 2. These problems should be solved in from 12 to 38 seconds, with no errors. Name quotient digits only: thus, in solving (1), merely say, "4, 0, 8, 2."

(1)	(2)	(3)	(4)	(5)
2)8164	2)6032	2)5934	2)9782	2)7510

To Divide by 3

In dividing any number by 3, the smallest possible quotient digit is 0, and the smallest possible remainder in any step is 0; hence, the smallest number into which we are ever required to divide the number 3 is 0. In any particular step, the greatest possible quotient digit is 9, and the greatest possible remainder is 2; hence, the greatest number into which we are ever required to divide the number 3 is 29. Therefore, dividing each of the numbers from 0 to 29, inclusive, by 3, develops every possible quotient digit and remainder digit which the solution of any problem may require.

Drill for the Divisor 3

The following exercise contains all of the numbers from 0 to 29, inclusive, miscellaneous arranged. Divide each by 3, naming the results over and over until all can be named in 19 seconds, or less.

3) 5	3) 8	3) 3	3) 1	3) 7
3) 0	3) 4	3) 2	3) 6	3) 9
3) 11	3) 14	3) 17	3) 10	3) 15
3) 12	3) 18	3) 16	3) 13	3) 19
3) 20	3) 23	3) 21	3) 27	3) 24
3) 22	3) 25	3) 28	3) 26	3) 29

Scientific Problems for the Divisor 3

The five problems following contain each of the 30 number facts necessary to the solution of problems in division by 3. They should be solved, without an error, in from 19 to 56 seconds. Name only quotient digits; thus, in solving (1), say, "2, 8, 6, ..."

(1)	(2)	(3)
3)860115	3)646830	3)928032
(4)	(5)	
3)773214	3)595947	

To Divide by 4

In dividing any number by 4, we may have in any step, any digit from 0 to 9, inclusive, as a quotient digit, combined with 0, 1, 2, or 3 as a remainder, giving rise to 40 different combinations represented by the division of the number 4 into all of the numbers from 0 to 39, inclusive.

The following is a miscellaneous arrangement of the numbers from 0 to 39, inclusive, as dividends, with 4 as a divisor. Write the quotients, and remainders, if any, and practice until the entire exercise can be solved in 35 seconds, or less.

Drill for the Divisor 4

4) 4	4) 1	4) 3	4) 0	4) 2
4) 7	4) 5	4) 8	4) 6	4) 9
4) 12	4) 14	4) 10	4) 15	4) 11
4) 17	4) 13	4) 18	4) 16	4) 19
4) 22	4) 26	4) 21	4) 27	4) 20
4) 25	4) 28	4) 23	4) 29	4) 24
4) 34	4) 35	4) 31	4) 33	4) 38
4) 30	4) 36	4) 39	4) 37	4) 32

Scientific Problems for the Divisor 4

These five problems include the forty facts essential to a mastery of division by 4. Practice on the preliminary drill given above, and on these problems, until the five quotients can be written, without error, in from 35 seconds to 1 minute, 15 seconds. In solving (1), merely say, "2, 2, 8, ..."

(1)	(2)	(3)
4)91477468	4)79509836	4)83221040
(4)	(5)	
4)55139856	4)62017324	

To Divide by 5

In dividing numbers by 5 we may have occasion to divide 5 into a number as great as 49, or as small as 0; hence, dividing 5 into all of the numbers from 0 to 49, inclusive, embraces every possible combination for the divisor 5.

The miscellaneous arrangement following contains all of the numbers from 0 to 49, inclusive. Divide each by 5, and go over the exercise until these number facts are memorized.

Drill for the Divisor 5

5) 7	5) 3	5) 1	5) 5	5) 2
5) 0	5) 4	5) 8	5) 6	5) 9
5) 14	5) 11	5) 15	5) 10	5) 16
5) 18	5) 12	5) 17	5) 13	5) 19
5) 23	5) 25	5) 21	5) 26	5) 20
5) 27	5) 29	5) 22	5) 28	5) 24
5) 35	5) 32	5) 37	5) 31	5) 36
5) 38	5) 33	5) 30	5) 34	5) 39
5) 42	5) 45	5) 41	5) 47	5) 40
5) 46	5) 43	5) 48	5) 44	5) 49

Scientific Problems for the Divisor 5

The solution of the five problems following involves each of the fifty number facts of division by 5. Practice until these can be solved perfectly in from 31 seconds to 1 minute, 34 seconds. Name quotient digits only.

(1)	(2)
5)5483027200	5)7823151610
(3)	(4)
5)9396353625	5)6879749140
(5)	
5)8842671945	

To Divide by 6

To be able to divide any number by 6, one must know the results obtained by dividing each of the numbers from 0 to 59, inclusive by 6. The following preliminary drill contains each of these combinations. Practice until the results can be developed in less than 1 minute.

Drill for the Divisor 6

6) 4	6) 1	6) 3	6) 0	6) 2
6) 7	6) 9	6) 5	6) 8	6) 6
6) 12	6) 15	6) 11	6) 16	6) 13
6) 10	6) 19	6) 17	6) 14	6) 18
6) 23	6) 25	6) 22	6) 28	6) 26
6) 21	6) 27	6) 24	6) 29	6) 20
6) 35	6) 32	6) 36	6) 31	6) 37
6) 34	6) 30	6) 38	6) 33	6) 39
6) 44	6) 46	6) 43	6) 47	6) 42
6) 45	6) 41	6) 48	6) 40	6) 49
6) 55	6) 53	6) 56	6) 54	6) 57
6) 52	6) 58	6) 50	6) 59	6) 51

Scientific Problems for the Divisor 6

The sixty number facts which are essential to division of miscellaneous numbers by 6 are included in the five problems following. Practice on the



drill work above, and on these problems, until the five quotients can be written in from 38 seconds to 1 minute, 52 seconds, with no errors.

- (1) 6) 592456580118
(3) 6) 898737497034
6) 711568630152
(5) 6) 922084237596
6) 626730193440

To Divide by 7

There are 70 number facts with which one must be familiar if he is to be able to divide by 7. These are represented by the division of the number 7 into each of the numbers from 0 to 69, inclusive. The following table contains each of these combinations. One should practice until all of the results can be named in 44 seconds or less.

Drill for the Divisor 7

7) 3	7) 0	7) 8	7) 4	7) 9
7) 2	7) 5	7) 1	7) 7	7) 6
7) 10	7) 19	7) 17	7) 14	7) 18
7) 12	7) 15	7) 11	7) 16	7) 13
7) 21	7) 27	7) 24	7) 29	7) 20
7) 23	7) 25	7) 22	7) 28	7) 26
7) 35	7) 32	7) 36	7) 31	7) 37
7) 34	7) 30	7) 38	7) 33	7) 39
7) 45	7) 41	7) 48	7) 40	7) 49
7) 44	7) 46	7) 43	7) 47	7) 42
7) 55	7) 53	7) 56	7) 54	7) 57
7) 52	7) 59	7) 50	7) 58	7) 51
7) 63	7) 68	7) 66	7) 60	7) 62
7) 64	7) 61	7) 69	7) 65	7) 67

Scientific Problems for the Divisor 7

The following problems contain each of the 70 number facts essential to division by 7. Minimum time for perfect work, 44 seconds; maximum time, 2 minutes, 11 seconds.

- (1) 7) 7441802052394
(3) 7) 59477386630158
7) 69185395282773
(5) 7) 90473416785906
7) 82016232915610

To Divide by 8

Dividing 8 into each of the numbers from 0 to 79, inclusive, develops every possible condition incident to the division of miscellaneous numbers by 8; hence, pupils should be thoroughly familiar with these number facts attempting to solve miscellaneous problems. Memorize the results of the following:

Drill for the Divisor 8

8) 4	8) 1	8) 3	8) 0	8) 2
8) 7	8) 9	8) 5	8) 8	8) 6
8) 12	8) 15	8) 11	8) 16	8) 10
8) 19	8) 17	8) 14	8) 13	8) 18
8) 23	8) 25	8) 22	8) 28	8) 26
8) 21	8) 27	8) 24	8) 29	8) 20
8) 35	8) 32	8) 36	8) 31	8) 37
8) 34	8) 30	8) 38	8) 33	8) 39
8) 44	8) 46	8) 43	8) 47	8) 42
8) 45	8) 41	8) 48	8) 40	8) 49
8) 55	8) 53	8) 56	8) 54	8) 57
8) 52	8) 58	8) 50	8) 59	8) 51
8) 63	8) 68	8) 66	8) 60	8) 62
8) 64	8) 61	8) 69	8) 65	8) 67
8) 74	8) 77	8) 71	8) 75	8) 70
8) 78	8) 76	8) 72	8) 79	8) 73

Scientific Problems for the Divisor 8

The solution of the following problems embraces every possible condition involved in division by 8. These should be solved, without error in

from 50 seconds to 2 minutes, 30 seconds.

- (1) 8) 9812412820017064
(2) 8) 7675114291876936
(3) 8) 6378541990829592
(4) 8) 5303855397426864
(5) 8) 8300576435473120

To Divide by 9

To divide 9 into each of the numbers from 0 to 89, inclusive, embraces every number fact needed in the division of miscellaneous numbers by 9. Drill on the following exercise until the results can be named in less than 1 minute.

Drill for the Divisor 9

9) 5	9) 2	9) 0	9) 4	9) 6
9) 1	9) 8	9) 3	9) 7	9) 9
9) 14	9) 11	9) 16	9) 10	9) 18
9) 13	9) 17	9) 12	9) 19	9) 15
9) 22	9) 27	9) 24	9) 21	9) 28
9) 25	9) 20	9) 29	9) 26	9) 23

Scientific Problems in Short Division Complete Set

The following set of 40 problems contains the 440 number facts of short division. A mastery of these problems is a mastery of the subject. They contain nothing that is not needed, and none of the essential facts are omitted. One's ability to solve this set of problems depends upon native ability and training, but, in general the complete set should be solved in from 7 to 21 minutes.

- | | | | |
|----------------|--------------------|------------------------|----------------------------|
| (1) 2) 8164 | (11) 4) 91477468 | (26) 7) 74441802052394 | (36) 9) 935837258729716952 |
| (2) 2) 6032 | (12) 4) 79509836 | (27) 7) 59477386630158 | (37) 9) 624229806602109798 |
| (3) 2) 5934 | (13) 4) 83221040 | (28) 7) 69185395282773 | (38) 9) 530304106095104094 |
| (4) 2) 9782 | (14) 4) 55139856 | (29) 7) 90473416785906 | (39) 9) 715665838461417423 |
| (5) 2) 7510 | (15) 4) 62017324 | (30) 7) 82016232915610 | (40) 9) 897583847521342761 |
| (6) 3) 860115 | (16) 5) 5483027200 | (21) 6) 592456580118 | (31) 8) 9812412820017064 |
| (7) 3) 646830 | (17) 5) 7823151610 | (22) 6) 898737497034 | (32) 8) 7675114291876936 |
| (8) 3) 928032 | (18) 5) 9396353625 | (23) 6) 711568630152 | (33) 8) 6378541990829592 |
| (9) 3) 773214 | (19) 5) 6879749140 | (24) 6) 922084237596 | (34) 8) 5303855397426864 |
| (10) 3) 595947 | (20) 5) 8842671945 | (25) 6) 626730193440 | (35) 8) 8300576435473120 |

Time Table for Scientific Problems in Short Division

	Excellent	Average	Poor
Divisor 2 (5 problems, 4 figures wide)	12 sec.	25 sec.	38 sec.
Divisor 3 (5 problems, 6 figures wide)	19 sec.	38 sec.	56 sec.
Divisor 4 (5 problems, 8 figures wide)	25 sec.	50 sec.	1 min. 15 sec.
Divisor 5 (5 problems, 10 figures wide)	31 sec.	1 min. 3 sec.	1 min. 34 sec.
Divisor 6 (5 problems, 12 figures wide)	38 sec.	1 min. 15 sec.	1 min. 52 sec.
Divisor 7 (5 problems, 14 figures wide)	44 sec.	1 min. 28 sec.	2 min. 11 sec.
Divisor 8 (5 problems, 16 figures wide)	50 sec.	1 min. 40 sec.	2 min. 30 sec.
Divisor 9 (5 problems, 18 figures wide)	56 sec.	1 min. 52 sec.	2 min. 49 sec.
Complete Set—40 problems	7 min	14 min.	21 min

Note:—This article will be followed in the next issue by a description of the Wisconsin State Contest in Rapid Calculation.

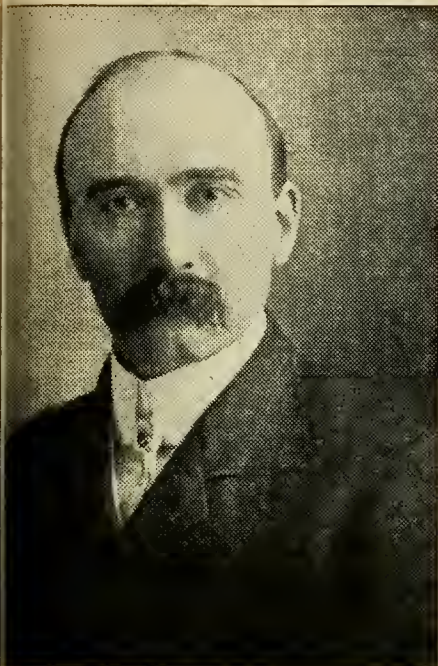
A Business of Your Own

No position or profession in the world offers you the opportunity for advancement or the money-making possibilities unless you "are your own boss." No one ever became rich working for the "other fellow". Did you ever know a wealthy penman? I can show you how to make some "real money" if you want to make it. My literature is yours for the asking.

C. F. BEHRENS, Consulting Chemist
P. O. Box 573 Cincinnati, Ohio

100% INVESTMENT 100%

A Home Study Course in
ACCOUNTANCY
leading to the degree of
MASTER OF ACCOUNTING
For catalog write
COLLEGE PROFESSIONAL ACCOUNTING
(Try Dr. Newcom's weekly CPA tests) 1858 Inglewood Terrace
Washington, D. C.



John Alfred White is now serving his third year as Secretary of the N. C. T. F. His voice is not loud, but he gets things done just the same.

The above picture is not as good looking as he is now, since it was taken about fifteen years ago, but it is the only picture we can get, and we want to show our readers what the Secretary of the N. C. T. F. looks like. What he thinks of The Business Educator is expressed in the following letter which was dated March 16th.

"For some days past I have imagined that I have every disease that human flesh is heir to. The weather has been bad, the bootleggers have been active, and it seemed that everything was going wrong. On close investigation I have discovered the cause—I failed to receive my copy of The Business Educator this month. Then I remembered that my subscription expired last month and I did not renew it. No doubt you are thinking that no calamity is too bad to befall any subscriber that would fail to renew. I have taken the Business Educator for years and years, and I have the habit. Take this dollar and a half and put my name back on the list. Send me the March number."

Very cordially yours,
JOHN ALFRED WHITE.

COURSES BY MAIL

Normal, High School, Business, Law, Engineering and College Courses leading to the regular College and Post Graduate degrees thoroughly taught by mail. Now is the time to enroll. For special rates address

CARNEGIE COLLEGE, Rogers, Ohio.

B. C. S. DEGREE HOME STUDY OTHER COURSES

including Accounting, Law (LL.B.) Spanish, Salesmanship, High School, Normal, Pen Art (M. Pen.), Resident and Extension.

—WRITE TODAY—

Peoples College, Box 534, Ft. Scott, Kansas

Teachers Wanted

Penmanship or Commercial, Fine Salaries.

NATIONAL TEACHERS AGENCY,
Philadelphia, Pa.

Pittsburgh, Pa.
Indianapolis, Ind.

Syracuse, N. Y.
Northampton, Mass.



Train for Commercial Teaching At the Rochester Business Institute,

and get the benefit of the highest standards of Commercial Teacher Training in this country. Here you will find instructors who understand the problems of Commercial teachers in both high schools and private business schools. We recommend and place all graduates. A postal card request will bring you our Bulletin and Circulars.

ROCHESTER BUSINESS INSTITUTE, Rochester, N. Y.

WE PLACE YOU IN THE BETTER POSITIONS

OUR REPUTATION IS NATIONAL
OUR SERVICE UNEXCELLED

ROCKY MOUNTAIN TEACHERS' AGENCY

410 U.S. NAT. BANK BLDG. DENVER, COLO.
WM. RUFFER, PH. D. MANAGER

FREE REGISTRATION

to normal and college graduates. WRITE US NOW for enrollment blank and booklet, "How to Apply" with Laws of Certification.

BRANCH OFFICES:

Portland, Ore. Minneapolis, Minn. Kansas City, Mo.
N.W. Bank Bldg. Lumber Exchange Rialto Bldg.

ALBERT Teachers' Agency

25 E. Jackson Blvd., Chicago

38TH YEAR

Teachers of Shorthand, Bookkeeping, Accounting, Salesmanship wanted for positions in best schools. Vacancies now coming in. Send for booklet "Teaching as a Business." Other Offices:—
437 Fifth Ave., New York Symes Building, Denver Peyton Building, Spokane

POSITIONS FOR TEACHERS— BUSINESS COLLEGES FOR SALE

Splendid salaries, choice positions, beginning and experienced teachers wanted. Write for free literature; state qualifications briefly. Money making business colleges for sale. Write for particulars—no charge.

Address M. S. COLE, Secretary.

CO-OPERATIVE INSTRUCTORS' ASSOCIATION, 41 Cole Bldg., MARION, IND

September Calls for Commercial Teachers—

are already beginning to fill our files. These openings, offering attractive work and salaries, come from high schools, normal schools, colleges and private schools. Our representatives will get many fine openings at the National Education Association in Cleveland; coming in personal contact with school executives from all parts of the country. If you want a better position for next year, enroll early and get in line for the choice positions of the season.

CONTINENTAL TEACHERS' AGENCY

BOWLING GREEN

KENTUCKY

GET A BETTER POSITION

Add 10% to 50% to your income. We tell you of the finest openings and help you get the place you want. Salaries up to \$3,000, or more. Hundreds of schools in all parts of the country write directly to us for teachers. More than half of the state universities have selected our candidates. Confidential service. No obligation to accept any place. Write for details NOW.



THE SPECIALISTS' EDUCATIONAL BUREAU

ROBERT A. GRANT, President,

ODEON BLDG., ST. LOUIS, MO.



SALESMANSHIP

Helps for Teachers and Students

By M. N. BUNKER

President, The Peoples College, Ft. Scott, Kansas

Well, what about it?

For seven months, or six months, or possibly even less time you have been studying salesmanship. You have studied the approach and the presentation and possibly you have learned the theory of getting the name on the dotted line. But what about it?

If your teacher, or the principal of your school should call you into his office, and say, "John Henry, here is a man who wants a salesman" would your heart jump and would your knees wobble? If they did would you turn and run, or what would you do?

Could you look the stranger in the face, listen to his proposition, and then have confidence in yourself to say that you could succeed? If you would have, you have really done something worth while in these months. You have made an important sale. You have sold yourself to yourself—the biggest and most important sale you can ever make.

Along last summer two young fellows came up to see me. They were getting \$17.50 a week apiece. But they wanted more money. They had heard about Salesmanship, and they wanted to try a dose of it, for its money-bringing powers. One of them remarked to me, "Well, a fellow should get \$200.00 a month after he finishes, shouldn't he?"

Hundreds of young fellows have made such money and I told him so. In fact, I told him he could set his own limits and reach them. But he and his pal did not enroll. What they wanted was \$200.00 a month, an expense account, the day they walked out of school.

They wanted a guaranteed salary. They wanted to invest a comparatively small sum of money, and a few months, and then be assured of a salary of \$4,000.00 a year, above expenses. I suggested that they would have to roll up the most of this on commissions, and they wilted. One of them is working in the drug store across the street, and the other is around the corner. They will both be there in five years from now.

But only this week I had a chance to send a young man to a firm where other young men are making salary and commission as high as \$60.00 a week, and not working very hard either.

But they believe they can. They don't quibble and question, but they buckle in and go ahead because they know right down in the bottom of their hearts that nothing on earth can whip them.

So I say to you, young man, that if you have learned to believe that you can, there is nothing on earth that you could have gained that would be

more valuable—for you have sold yourself to yourself. There is only one thing remaining, and that is to keep yourself sold.

However right here I want to say that this is not a "young man talk." I mean it for the girls, just as much as the boys, and incidentally one of the most perfect instances of self-salesmanship I have ever known was that of a lady, today, financially independent.

As the story is interesting, and is true from the raw timber up to the finished product, I might just as well tell you about it.

If you read the American, and Physical Culture, you may have skipped across the advertisement of Elizabeth Towne, a woman who licked Failure by converting herself to the belief that she could. Elizabeth owns a magazine, called the "Nautilus", publishes books by the thousands, and sells them to people from Maine to Honolulu.

But in the beginning she had only \$15.00 as a capital on which to start that magazine; she used that for postage, etc. She wrapped the first copies by hand, using the kitchen table for a work bench and then sent them to the post office in a laundry basket. She had never published a magazine in her life. She knew nothing whatever of publishing, and she hadn't any backing, except herself.

She didn't need any more. She believed that she could. She didn't stand on one foot and look at the ceiling, and say, "Well, We-ll, I've ne-v-er tried it. I'd ju-st lo-ve to but —". Not on your sweet life she didn't. She wrapped the magazines (four pages) and sent them to the post office in the laundry basket, and

today she owns all sorts of property, and lectures in the biggest cities, to good paying audiences, telling them how to do the same thing.

But the sum total of her lectures, is that she believed she could. And she did. It was backbone, and not wishbone, and she didn't question about whether her dream was going to be fulfilled. She kept going and in the last fifteen years has sold herself and her ideas to countless thousands.

Her first big sale, though, was to herself. She just settled back and shut her eyes, and believed she could. She didn't even say, "Every day in every way" as Dr. Cone' advises, but she said she could, and she kept saying she could, and now today up in Holyoke, Massachusetts, where by the way the best writer who ever wrote from the Business Educator lives, (Charles T. Cragin) she is a mighty live proof that the person who has sold himself to himself can get to the top, in spite of mis-steps, slip-perry climbing, and all of that.

Next month I'm going to tell you where you can get a job. I'm even going to publish the names of some houses that will give you a chance to earn as high as \$50.00 a week, or more, by practicing selling. I am going to buy borrow or steal more space than this month, and am going to include something about a fundamental principle that you must carry with you every day, and practice every minute of the day.

Some of you have read these articles this winter. I know this because there has not been a month that I have not had letters from young fellows who wanted to get into the selling game. Therefore next month I am going to try to reward you for your tenacity by telling you first about a man who has become famous by following this one principle that I'm hinting at for next issue; and then I'm going to tell you about some concerns that will give you employment with an opportunity to enter the Selling profession, and make good in the biggest sense of the word. Some of these firms have sales managers who have been promoted from the ranks, and who earn \$5,000.00 and more a year. They are ranked in Dun and Bradstreet's as reliable, and worthy the confidence of the business public.

These names will not be mentioned in any way as an advertisement of the firms. The insertion of not a single name has been paid for but the information is given solely for your benefit in securing a position as a specialty salesman, trained to sell merchandise.

Furthur, if you are anxious for immediate help I shall be glad to hear from you, and to suggest opportunities that I know exist at this time.



The photograph above was taken in front of the famous El Morro Castle, San Juan, Porto Rico, during Mr. Moore's recent visit to the Island. Reading from left to right: Father Vassallo, chaplain in U. S. Army and brother-in-law of Mr. Colmenero, R. B. Moore of the Zaner & Bloser Company and Otero Colmenero, the famous Porto Rican Penman.

Harold W. West, Penman in Rider College, Trenton, N. J., is one of the enthusiastic teachers of penmanship in business colleges and secures good results. For example: 47 of his students have secured Business Educator Certificates since January 31st.

Notes

A. M. Hinds, Supervisor of Penmanship in the public schools of Louisville, Ky., not only encourages his pupils to try for Zaner Method Certificates, but helps them to bring their writing up to the certificate standard. 507 boys and girls in Louisville have secured the Zaner Method Grammar Grade Certificate since Jan. 1st and 32 have secured the High School Certificate. Perhaps an explanation of how this is done is to be found in the fact that six teachers have secured Zaner Method Teachers' Certificates since the first of the year in addition to a large number that had secured Teachers' Certificates before.

The impetus to good writing given by C. B. Roland to the schools of New Bedford, Mass., is bearing fruit. During the last two weeks, certificates have been awarded to pupils in the New Bedford schools as follows: Allen F. Wood School, Grace Carver, teacher, 8 Grammar Grade Certificates. Clarence A. Cook School, Jane Kilpatrick, teacher, 9 Grammar Grade Certificates. Jireh Swift School, Louise R. Howland, teacher, 18 Grammar Grade Certificates. Abraham Lincoln School, Amy B. Watson, teacher, 26 Grammar Grade Certificates. Robert C. Ingraham School, E. M. Briggs, Prin. 31 Grammar Grade Certificates. Some of these were ordered through Miss Cora B. Cleveland. Other certificates will doubtless be issued by the time this is printed.

Wm. H. Heitman, a former student in the Zanerian is now teaching penmanship in Columbia Business College, Chicago, and is following in the footsteps of E. P. Ford in encouraging his students to try for the Zaner Method Certificates. Since the first of the year a total of 32 certificates have been awarded his pupils.

M. T. Vanordstrand, Teacher of Penmanship in Duff's Iron-City Business College, Pittsburgh, Pa., is helping the students of that fine school to bring their writing up to the certificate standard. Since the first of the year 53 certificates have been sent to his students.

WANTED

First-class salesman for one of the best business schools in the country. Must have character, personality, and be able to sell. Big territory. Fine opportunity.

Address: "H"

Care Business Educator, Columbus, Ohio.

WONDER ADDING MACHINE \$3.00 (Works like \$100 Machine)

Marvelous metal machine subtracts and adds accurately and quickly. up to \$9,999,999.99. Saves time, money and temper. Fits coat pocket. Worth ten times cost. Guaranteed. \$3.00 prepaid. Agents Wanted Everywhere. CAN EARN BIG MONEY

ARTHUR AGENCY, 1780 Broadway, New York

Miss Ercell Agness Wetherow, of Columbus, and Mr. William W. Moore, of Beaumont, Texas, were married at Texas City, Texas, February 20th. Miss Wetherow is well known to many school people as the enthusiastic advocate of good writing who has represented the Zaner Method in many states and cities for the past three years.

Miss Katherine L. Kapp, who has so successfully assisted with the supervision of the handwriting in the Muskegon, Michigan schools, has been appointed supervisor there to take the place of Miss Rovick, who was recently married. Miss Kapp attended the Zanerian during the summers of 1916 and 1917. We wish Miss Kapp the prosperity and health, her

energy, optimism and her humanitarian spirit deserves.

O. H. Little, teacher of Penmanship in Draughton's Practical Business College, San Antonio, Texas, recently sent us a club of 51 subscriptions to The Business Educator. The San Antonio school has been noted for years for the good work they are doing, and Mr. Little is keeping penmanship on a par with other subjects.

Through G. C. Greene, Teacher of Penmanship in Goldey College, Wilmington, Delaware, we have received orders for seventy-two certificates since the first of January. This is nearly as many certificates as was awarded to pupils in Goldey College all last year, and shows that Mr. Greene is pushing the work in penmanship strongly this year.

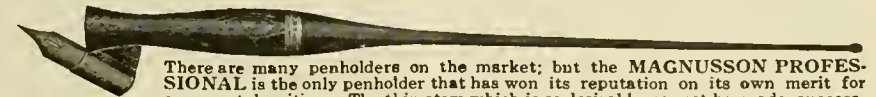
Teachers Agency A Teachers Agency That Does Not Assess Salaries. This Is Worth Investigating.

Address: Education & Business Alliance, 217 West 125th Street, New York City

Meub's Professional Oblique Penholders

Mr. H. B. Lehman, the well-known penman, says: "Your holder is surely one of the very finest on the market, and no penman's desk is complete without a set of several." Write today for yours. Send no money. When the postman delivers it to you, deposit with him \$1.25, plus a few cents postage. If, after giving it a week's trial, you don't think it is the finest holder you ever had in your hand, return it and get your money back.

A. P. MEUB, 2051 N. Lake Ave., Pasadena, Calif.

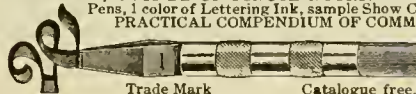


There are many penholders on the market; but the MAGNUSSON PROFESSIONAL is the only penholder that has won its reputation on its own merit for ornamental writing. The thin stem which is so desirable cannot be made successfully with an automatic lathe, therefore they are HAND MADE of selected rosewood. (Look for the brand.) The A. "Magnusson Professional" hand turned holders are adjusted specially for penmanship. 8 inch plain, each 35c; 8 inch inlaid, 75c; 12 inch plain, 75c; 12 inch inlaid, \$1.35.

A. MAGNUSSON, 208 N. 5th STREET, QUINCY, ILL.

A PROFITABLE VOCATION

Learn to letter Price Tickets and Show Cards. It is easy to do RAPID, CLEAN CUT LETTERING with our improved Lettering Pens. MANY STUDENTS ARE ENABLED TO CONTINUE THEIR STUDIES THROUGH THE COMPENSATION RECEIVED BY LETTERING PRICE TICKETS AND SHOW CARDS. FOR THE SMALLER MERCHANT, OUTSIDE OF SCHOOL HOURS. Practical lettering outfit consisting of 3 Marking and 3 Shading Pens, 1 color of Lettering Ink, sample Show Card in colors, instructions, figures and alphabets prepaid \$1.00



Trade Mark

Catalogue free.

PRACTICAL COMPENDIUM OF COMMERCIAL PEN LETTERING AND DESIGNS, 100 Pages 8x11, containing 122 plates of Commercial Pen alphabets finished Show Cards in colors, etc.—a complete instructor for the Marking and Shading Pen, prepaid, One Dollar. THE NEWTON AUTOMATIC SHADING PEN CO. Dept. B. PONTIAC, MICH., U. S. A.

Founded 1865



Owned and occupied exclusively by Rider College

Summer School for Commercial Teachers

Advanced work for teachers in Commercial subjects under widely known instructors. Elementary work for beginners in Commercial Teaching. Authorized by State Board of Education to grant B. S. C. and B. Acct. Degrees. Living conditions ideal. New York, Philadelphia, Princeton, Atlantic City and other noted Jersey Coast resorts within a short radius. Study in the most beautiful building of its kind in America. Make your vacation pleasant and profitable.

Attend Rider College. Send for Summer School Bulletin.

RIDER COLLEGE

TRENTON, N. J.

Better Teachers—Better Positions Better Salaries

Six weeks Summer School for Commercial Teachers conducted by the Bowling Green Business University begins June 26 and closes August 4. Crowded with the best experts can give. Methods, intensive class work, inspiration, entertainment and outings. An opportunity for credits and a good position. Accredited by University of Kentucky. Address:

Bowling Green Business University,

Bowling Green, Kentucky

NEAR GREAT MAMMOTH CAVE



ILLUMINATING AND ENGROSSING

P. W. COSTELLO
Scranton, Pa.

The accompanying piece of engrossing was executed on a sheet of kid finish bristol board 18 by 24 inches in size and makes a much better showing in the original than in the photographic reproduction. All of the lettering was done with various sizes of broad pens and water proof india inks which may be secured from the Zaner & Bloser Co. The following will describe the colors used in the lettering:

The initial "T" in the first line is purple or violet. Initials of the principal line "Honorable Charles R. Connell" in Vermillion and the lower case letters in black.

Initials in line "Official Board of Elm Park Church" in Vermillion and lower case in purple or violet. The same treatment applies to the second line the name "Honorable Charles R. Connell" is used. Use purple or violet for the line "At a great personal sacrifice," etc., for the quotation "And souls like this," etc., and the line "By the Board."

All of the remainder of the lettering is done in black. The shaded lines are done with the brush and a mixture of lamp black and Hookers Green No. 2.

The wreaths used as fillers are colored with the same green mixture and the ribbons in a thin wash of crimson lake.

CORRESPONDENCE COURSES

Business Writing, Ornamental Penmanship, Engrossing.

ZANERIAN COLLEGE,
Columbus, Ohio.

Signature by H. J. Walter, Winnipeg, Canada.

Engrossers Supplies

Padded and Flexible Leather
Covers

Genuine Sheepskin, Artificial
Parclment Paper, Pure Gold,
Silver and Aluminum Tablets

We buy and sell Books on En-
grossing and Illuminating.

THE HARRIS STUDIO

1403 Marquette Bldg.
CHICAGO, ILLINOIS

Tribute to the memory of
the
Honorable Charles R. Connell
— passed by the —
Official Board of Elm Park Church

When the message came to the members of the Official Board of Elm Park Methodist Episcopal Church on the afternoon of September 27th, 1922, that the

Honorable Charles R. Connell

had passed away our hearts were filled with sadness and regret—sadness because we had lost a friend and an associate, regret because it seemed as if his sun had gone down while it was yet day.

In the prime of life, wonderfully equipped in so many ways for service and helpfulness which he freely bestowed, the community, the Church and the members of the Board feel that a real loss has been sustained. He was loyal in his friendships, kind and considerate, true to his convictions, cheerful in disposition, preferring others himself retiring.

At a great personal sacrifice he served mankind in public life, had at heart the welfare of the community and was a friend and counselor to the many who served under him.

He was generous in his contributions to the Church and her benevolent organizations, and his aid was always given willingly and cheerfully. It seemed to be a joy to him to respond to these calls.

We will miss him in the councils of the Church for in the face of hard problems he was always helpful and optimistic.

"And souls like this
How much we miss
When they are gone."

To his family and friends we extend our sincere sympathy.

By the Board
Monday, October twenty second
Nineteen Hundred Twenty Two

Secretary of the Official Board,
Secretary of the Board of Trustees

The Business Educator
will stimulate interest in your
penmanship classes.

By A. M. Wonnell, Cincinnati, Ohio.

Leather Covers for Resolutions and Testimonials

FLEXIBLE, size 7½x10¼ inches.
Genuine Seal\$6.00
Seal Grain 5.00

PADDED, size 6½x8½ inches.
Genuine Seal\$5.50
Seal Grain 4.50

Write for Prices on more Elaborate Bindings.

We Engross and Illuminate Resolutions. Our Specially Designed Diplomas for the better schools have a National Reputation. Write us your needs.

B. C. KASSELL COMPANY
Engrossers, Engravers, Lithographers
105 North Clark Street
Chicago, Illinois

DIPLOMAS

For Business Colleges and
Public Schools

Catalog and Samples Free.

We specialize in Made-to-order Diplomas

Resolutions Engrossed

Diplomas Neatly Filled

Art Calendars and Advertising Novelties,
Attractive Lines

Best Quality — Reliable Service

Engrossers **HOWARD & BROWN** Printers

ROCKLAND, MAINE



C. A. Barringer was born at Newton, N. C., late in the nineteenth century. At the age of six his parents moved to Atlanta, Ga., where he attended the public schools. He is also a graduate of the Georgia Normal College and Business Institute, Douglas, Ga., Bowling Green Business University, Bowling, Green, Ky., and attended Oglethorpe University, Atlanta, Ga. He has received instructions in penmanship from A. A. Kuhl, C. C. Lister and S. E. Leslie.

His teaching experience was gained in the Virginia Commercial College, Lynchburg, Va., Draughton's Business College, Atlanta, Ga., Georgia Normal College and Business Institute, Douglas, Ga., Fitzgerald High School, Fitzgerald, Ga., and the Commercial Department of Duval High School, Jacksonville, Fla., where he has been Principal of the Commercial Department for the past two years.

Mr. Barringer writes a beautiful style of Ornamental Penmanship and a rapid and accurate style of Business Writing. He was recently awarded the BUSINESS EDUCATOR Professional Certificate, the highest certificate to be secured by those who are not in attendance at the Zanerian.

"How To Sell—And What"

The Money Makers' Magazine—"The Main Entrance to Successful Selling." Tells how, when and what to sell. Puts you in touch with fastest selling lines and hundreds of reliable manufacturers—many of whom require no previous experience. Famous contributors: "brass tacks" departments; interviews with successful men and women. \$2.00 a year. Special combination price with "The Business Educator" both for \$2.25. Sample copy free.

HOW TO SELL

Department B. E., 22 W. Monroe St., Chicago, Illinois

PENMANSHIP

for Bookkeeping Texts, Writing Books, Business Correspondence Texts, etc., prepared in India Ink for engraving.

S. E. LESLIE

3201 Euclid Ave. Cleveland, Ohio

THE MILLS

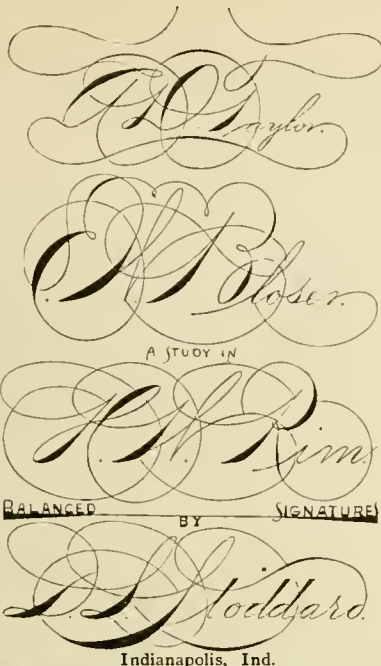
Summer School of Penmanship

at the Rochester Business Institute During the Month of July

If you desire the latest methods in penmanship instruction you should send for information regarding this course.

E. C. MILLS.

P. O. Drawer 982 Rochester, N. Y.



Indianapolis, Ind.



LEARN ENGROSSING

in your spare time at home.

Thirty Lesson Plates and Printed Instructions mailed to any address on receipt of two dollars, Cash or P. O. Money Order.

P. W. COSTELLO
Engrosser, Illuminator and Designer

Scranton Real Estate Bldg., SCRANTON, PA.



LEARN AT HOME DURING SPARE TIME
Write for book. "How to Become a Good Penman," and beautiful specimens. Free. Your name on card if you enclose stamp. F. W. TAMBLYN, 406 Ridge Bldg., Kansas City, Mo.

A MASTER PENMAN

always commands a better salary. Our home study course will qualify you, and our Service Department will help you. Master of Penmanship (M. Pen) conferred. Write.

CHAS. W. MYLIUS,

Peoples College Fort Scott, Kansas



"SOME HOLDER"

Costs more than others—Worth it.
Write for circular and prices.

R. C. KING 701 Metropolitan Life Bldg.
MINNEAPOLIS, MINN.

EVERY TEACHER

of penmanship, should have a copy of the 32 page Madarasz book which contains the finest penmanship in the world, as follows: 16 pages of cards in designs (or 32 cards), 60 lines in Ornamental Writing in verse and quotations, 2 sets of Ornamental Capitals, 1 set Business Capitals and small letters, 1 set Ladies Hand Capitals, 1 Bird and 1 Swan flourish. Money refunded if you are not satisfied. Price, 15 two-cent stamps. Each page is worth the price of book.

C. W. JONES, 224 Main St., Brockton, Mass.

Professional Penmen

Paul H. O'Hara,, Maury High School, Norfolk Va. Courses as follows: Business and Ornate (Mills' style), Roundhand, Lettering, Rowe Bk. and Accty. Extension course. All sets. High standards. Investigate.

D. A. O'Connell, Penman, LeSueur, Minn. Signatures a specialty. Samples 20c.

H. Tober, Card-Writer and Printer. Send for samples of cards and cases. 2980 White Ave., Fresno, Calif.

(Your name in this column will cost only a small sum. Ask about it.)

Practical Paying Penwork. 50c.

Writing, Flourishing, Drawing, Designing Lettering, Engrossing. All PENMEN should have. Likely the largest variety on the subject ever contained in one book.

O. L. STODDARD, Route D, Box 8, INDIANAPOLIS, IND

THE FARETRA SYSTEM OF PENMANSHIP

A book your students will be proud to own and practice from.

Recommended by expert penmen and teachers who say it is the best text book on business penmanship. Examine this book. Price 60c. Your money back within five days if you do not find this the most systematic and simple method of teaching penmanship ever published. Send for copy today.

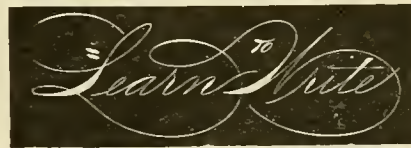
F. L. FARETRA, Author, Burdett College, 18 Boylston Street, Boston, Massachusetts

H. J. WALTER, Penman

Studio No. 2, 313 Fort St., Winnipeg, Canada

ENGROSSING and Penwork of every description. Illuminated Addresses, Diplomas and Certificates filled, Script for Business Colleges and Commercial Advertising.

Business Penmanship by Correspondence Course. Written Visiting Cards, 3 doz. \$1.00. YOUR NAME in choice Illuminated Script, \$1.00. I am confident I can please you.



Persons receiving my simplified instructions are amazed how quickly they become expert penmen. Let me make YOU an expert. Your name written on cards and full details free. Write today. A. P. MEUB, Expert Penman, 2051 N. Lake Ave., Pasadena, Cal.

Gaskell's Compendium of Penmanship

By G. A. GASKELL

This is the famous, pioneer penmanship course of which more than two hundred and fifty thousand were sold at one dollar per set during a period of ten years, beginning about 1873.

The course contains twenty complete lessons, each lesson being on a separate sheet about 4x9 inches in size. There is also one large sheet of ornamental penmanship 13 1/2 x 17 inches. An illustrated instruction book gives complete directions for each lesson and shows the proper position of body, hand, pen, etc.

This work is well worth the price to any one interested in penmanship, if for no other purpose than to note the progress that has been made in handwriting during the past fifty years. It also shows where some of the present penmen and teachers secured some of their ideas. Price postpaid, 60 cents.

ZANER & BLOSER CO.

Penmanship Specialists Columbus, O.



ROUNDHAND for BEGINNERS

Copy and Instructions by

E. A. LUPFER, Zanerian College of Penmanship
Columbus, Ohio

The beginning stroke of V is similar to the last part of n. Keep it up near the head line. Never get it very low. Be sure to start and end the main stroke with a hair-line. Get a clear cut gradual swell shade, and curve gracefully. Finish up at head line with a nice curve. Keep above rather than below the head line with the finish.

See how graceful you can make the

W. Study the parallelism and the width between shades. If you have mastered the V, you can easily make the W.

The first part of H is about the same as in W, but swings around to the left ending slightly above the base line with a dot. Get the dot circular and properly placed. The second part should be higher than the first. Get a graceful,

compound curve. The last part resembles l.

Get first part of K and H the same. Study the compound curves, slant and size of loop. The I is a very simple letter. Get plenty of curve in the stem which is made first. The oval part is made last and should be shaded lighter than the stem. Before making the J, study it. Unless you get a good compound curve, it will look stiff. Make the J in two sections. The I and J begin alike. Place a small shade on left side of loop.

Give much attention to the words. Study spacing, slant, and regularity of shades.

V V V V V V V V V V Vienna Vermont Versailles
W W W W W W W W W W Washington Williamsport
H H H H H H H H H H Howe Hamilton Hammer
K K K K K K K K K K Kalamazoo Kansas King
I I I I I I I I I I Irving Illinois Idaho
J J J J J J J J J J Jonastoro Jamaica June



Stanley O. Smith, Springfield, Mass., has recently been granted the degree of C. P. A. in Massachusetts.

In 1904 Mr. Smith graduated from the Hamilton, Ontario, Canada, Normal School, and from the Rochester, New York, Business Institute in 1908.

In 1909 and again in 1916 he attended the Zanerian, receiving a Gold Seal on the certificates in both business and ornamental penmanship.

In addition he was graduated last June with the degree of Bachelor of Commercial Science, Magna Cum Laude, from the Springfield branch of Northeastern University. He was president of the first class that was graduated from the commerce and finance division of that University, and was such a thorough student that he is now a member of the commerce and finance faculty, and instructs, in partnership and corporation accounting.

The directors of the University are particularly pleased that Mr. Smith, a member of the first class to be graduated from the Springfield branch of the University, which was instituted only four years ago, passed the Certified Public Accountants' examination the first time he attempted it.

The readers of the B. E. will no doubt remember that some of the fine work from the pen of S. O. has been reproduced in these columns in the past.

With the training and experience he has had, what may we not expect of him. He has an unusually bright future and we predict that he shall be heard from.

"LOOKS GOOD FOR POLICY WRITERS"

A policy engrosser with a large New England Life Insurance Com-

pany writes us as follows: "The company seems determined to have every policy handwritten, so it looks good for policy writers."

A Business College Course At Home

Bookkeeping, Short-hand, Salesmanship, Civil Service. Graduates earn \$100 to \$200 a month. Our School is one of the great system of Brown's 22 Business Colleges. 17th year. Thousands from all the walks of life have learned successfully.

Write for FREE book of testimonials and particulars of all courses. Mention Course preferred.

BROWN'S HOME STUDY SCHOOL
300 Liberty Bldg. PEORIA, ILL.

HIGGINS' ETERNAL INK-ENGROSSING INK

WRITES EVERLASTINGLY BLACK



THE ETERNAL INK is for general writing in plain or fountain pens. THE ENGROSSING INK is for special writing, engrossing, etc. These inks write black from the pen point and stay black forever: proof to age, air, sunshine, chemicals and fire.

At Dealers Generally
CHAS. M. HIGGINS & CO., MFR.
271 NINTH ST. BROOKLYN, N. Y.



BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

Hand Book of Business Correspondence, by S. Roland Hall. Published by McGraw-Hill Book Company, New York, Flexible leather cover, 1048 pages.

The one thousand and more pages of this book cover every important division of letter writing practice, from the fundamentals of good letter writing to the management of a mailing department.

The book discusses mailing lists, correspondence supervision, follow-up campaigns, etc. With a multitude of examples it tells how to write selling letters, adjustment letters, collection letters, credit letters, letters to the trade, letters to salesmen, to farmers, to women, to young folks and professional men, etc.

Among the interesting features of the book are: (1) A section of about 75 pages in which letters used by representative business houses are reproduced, with statements from the original users as to results obtained; (2) A complete section made up from a re-written series of bulletins on better business letters, prepared originally by the author in loose leaf form and used by more than 500 of the leading business organizations of the country.

"Good business books" enable us to start where the other man left off.

The Making of an Executive. Published by the International Text Book Company, Scranton, Pa.

This volume is one of a series of the International Libraries of Technology made up from instruction papers or suggestions comprising the various courses of instruction for students in the International Correspondence Schools. The original manuscripts were prepared by persons thoroughly qualified both technically and through experience to write with authority, and in many cases they are regularly employed elsewhere in practical work as experts. The manuscripts are then carefully edited to make them suitable for correspondence instruction.

Every effort has been made to give the student practical and accurate information in clear and concise form, and to have this information include all of the essentials. To make the text clear illustrations are used freely.

The following are some of the more important topics discussed: Personal Qualifications of the Executive; Special

Knowledge Required by the Executive; The Factory; Marketing the Product; Promotion of Quality and Quantity of Production; Graphic Representation; Relations with the Public; Physical Lay-out of the Office; Executive Control of Office Transactions; Principles Controlling Purchasing; Principles Controlling Storekeeping; Executive Control of Purchasing and Storekeeping; Methods of Influencing the Customer; Organization of a Sales Department; Employment, Welfare and Labor; Job Analysis and Labor Specification; Promotion of Quality and Quantity; Correlating Results and Reward; Management of Finances.

Fundamentals of Business English, by M. S. Holzinger. Published by World Book Company, New York. Cloth cover, 260 pages.

This book is the result of several years' experimenting in an attempt, first, to overcome the commercial student's prejudice to the study of English by eliminating from the course everything which can not be shown to have a practical and immediate value; and, second, to present the material in the clearest and most useful form.

Consequently there is no orderly treatment of grammar and rhetoric. First there is a study of the common errors in speech with the use of corrective schemes to overcome the errors.

Then there is a study of business punctuation with proof of the commercial value of a knowledge of punctuation and many practice exercises taken wholly from business letters.

The Accountant's Dictionary, by F. W. Pixley. Published by Isaac Pitman & Sons, New York City. Cloth cover. 496 pages.

This book will be of material assistance to the practitioner, as it places at his disposal in a convenient form a great store of information in all phases of accountancy.

As a good working knowledge of the law is essential to the accountant, this subject has received due consideration and numerous articles are included in the Dictionary on those legal matters with which the official accountant may be expected to be familiar.

Every endeavor has been made to make the Dictionary comprehensive.

To enable the reader to refer to the Dictionary without trouble and loss of time a special system of cross-reference has been adopted.

First Principles of Advertising, by Wilbur D. Nesbit. Published by the Gregg Publishing Company, New York City. Cloth cover, 111 pages.

This text book is not intended to be a volume for the practicing advertising

man or woman, but is virtually the "first steps" in the profession. It is based on the actual experiences of the author and has been planned and prepared along the lines he would follow were the student a beginner in his own department. It is assumed that the student has no knowledge of advertising beyond the fact that he has seen advertisements in their various forms. It is further assumed that the chief desire of the student is to write advertisements; and as it is necessary to have some knowledge of the practice of advertising, the various chapters are given to furnish that background and foundation.

Accounting Problems, by C. F. Rittenhouse and A. L. Percy. Published by McGraw-Hill Book Company, New York City. Cloth cover. 429 pages.

This book of exercises in accounting is the result of work by the authors extending over several years in collecting and preparing problems and exercises of an intermediate grade, which would provide the instructor of accounting a variety of laboratory material of a practical and teachable character. The book is essentially a compilation of problems and exercises illustrated by models of various types rather than a presentation of accounting theory. It is, therefore, intended to be used in conjunction with a text on accounting theory or to supplement the instructor's own lectures on the subject. The work is adapted to second year students or to those even further advanced in their accounting course.

Some Problems in Current Economics, by M. C. Rorty. Published by A. W. Shaw Company, Chicago. Cloth cover. 143 pages.

In "Some Problems in Current Economics" the author has confined his analysis to those social and industrial questions of growing significance in the development of the relations between business managements, labor and the public. The problems which he discusses are vital to the welfare of every executive and employee.

Specifically he indicates the need and probably lines of development of co-operation between employers and employees; the duties of management to employees, bondholders and stockholders and the public; the need of gradations in regulation and control of industry; where the real gains in the improvement of the conditions of the average man may be made, and analyzes many other significant questions of the present day.

20th Century Bookkeeping AND Accounting



Now Ready

Sixteenth Edition, Greatly Enlarged and Completely Rewritten

A Practical Course in Touch Typewriting

By CHARLES E. SMITH

The Sixteenth edition is more than an enlargement or a revision. It is a new book. The work is presented in the most instructive and teachable manner, and has won the commendation of the **WORLD'S GREATEST TYPISTS** and typewriting teachers everywhere.

A PRACTICAL COURSE IN TOUCH TYPEWRITING divides itself naturally into three parts:

Fingering and keyboard technique, which is developed by combining the balanced hand and the individual finger method, every word and exercise forming a definite step in the training of the typist's fingers. Position at the machine is taught from actual photographs of the world's champion typists. Keyboard charts, in five colors, a color assigned to each group of keys struck by an individual finger, afford a position guide for the student to find the keys by the sense of touch.

Facility speed and ease, combined with accuracy of operation. This is attained by the use of Right and Left Hand Word Drills, High Frequency Words arranged in sentences, Alphabetic Sentences, Literary Selections, and Thirty International Contest selections. The presentation of the speed practice material is the same as that which has developed all the World's Champion Typists.

Form the arrangement of business letters, documents, tabulations, manuscripts, is presented in almost a hundred models of carefully selected matter, which in turn are followed by original problems to be planned and arranged by the student.

All world's typing records for both speed and accuracy are held by typists who studied from "A Practical Course in Touch Typewriting." It has justly been called *the typewriting method of the Champions*.

A Practical Course in Touch Typewriting is published in two editions: Regular edition, 120 pages, stiff paper cover, \$1.00; cloth, \$1.25. Complete edition, 208 pages, cloth, \$1.50. Teacher's examination copy will be sent postpaid upon receipt of one-half the list price.

ISAAC PITMAN & SONS, 2 West 45th Street NEW YORK



Announcement of

ZANER METHOD

Penmanship Phonograph Records

Especially prepared for teaching Penmanship under the direction of R. B. Moore of the Zaner-Bloser Co. Set of five records covers the work in all grades.

Stimulate greater interest in penmanship on part of both teachers and pupils.

Furnish pupils with correct vocal and instrumental rhythmical counts for various exercises and all capital and small letters.

Enables teacher to give more attention to position and form of letters, while lesson is in progress.

Makes teachers and pupils look forward to the Penmanship lesson with pleasant anticipation.

Complete set of 5 records, \$12.00 postpaid.

Sample record for teaching ovals and push-pull exercises and model upper grade lesson sent postpaid for \$2.50.

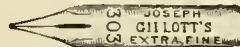
Zaner & Bloser Company
Penmanship Specialists
Columbus, Ohio

Gillott's Pens

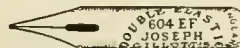
The Most Perfect of Pens



PRINCIPALITY PEN, No. 1



VICTORIA PEN, No. 303



DOUBLE ELASTIC PEN, No. 604 E. F.



MAGNUM QUILL PEN, No. 601 E. F.

GILLOTT'S PENS have for seventy-five years stood the most exacting tests at the hands of Professional and Business Penmen. Extensively imitated but never equalled, GILLOTT'S PENS still stand in the front rank, as regards Temper, Elasticity and Durability.

SOLD BY ALL DEALERS

Joseph Gillott & Sons

ALFRED FIELD & CO., Inc., Sole Agents

93 Chambers St.

NEW YORK

PENMANSHIP SUPPLIES

Prices subject to change without notice. Cash should accompany all orders.

All goods go postpaid except those listed to go by express, you to pay express charges. Of course, when cheaper, goods listed to go by express will be sent by parcel post, if you pay charges.

PENS

Zanerian Fine Writer Pen No. 1.
1 gr.....\$1.75 ¼ gr.....\$.50 1 doz.....\$.20

Zanerian Ideal Pen No. 2, Zanerian Medial Pen No. 3,
Zanerian Standard Pen No. 4, Zanerian Falcon Pen No. 5,
Zanerian Business Pen No. 6.
1 gr.....\$1.25 ¼ gr.....\$.40 1 doz.....\$.15

Special prices in quantities. We also handle Gillott's, Hunt's, Spencerian and Esterbrook's pens. Write for prices.

Broad Pointed Lettering Pens.

1 Complete set (12 pens).....\$0.35
½ doz. single pointed pens, 1, 1½, 2, 2½, 3, 3½..... .20
(The pens most used by letters and engrossers)
½ doz. single pointed pens..... .15
½ doz. double pointed pens..... .35
1 doz. single pointed, any No..... .25
1 doz. double pointed, any No..... .60

PEN HOLDERS

Zanerian Fine Art Oblique Holder, Rosewood:
11½ inches.....\$1.25 8 inches.....\$1.00
Zanerian Oblique Holder, Rosewood:
11½ inches.....\$.85 8 inches.....\$.75
Zanerian Expert Oblique Holder, 7½ inches:
1 only.....\$.20 1 doz.....\$1.25 ½ gr.....\$6.50
½ doz.....\$.75 ¼ gr.....3.50 1 gr.....12.00
Excelsior Oblique Holder, 6 inches:
1 only.....\$.15 1 doz.....\$1.20 ½ gr.....\$5.50
½ doz.....\$.70 ¼ gr.....3.00 1 gr.....10.00
Zaner Method Straight Holder, 7½ inches:
1 only.....\$.15 1 doz.....\$.90 ½ gr.....\$4.00
½ doz.....\$.50 ¼ gr.....2.50 1 gr.....7.50

Write for new Penmanship Supply Catalog

ZANER & BLOSER CO., Penmanship Specialists, Columbus, Ohio

1 Triangular Straight Holder, 7¼ inches.....\$0.20
1 Triangular Oblique Holder, 6 inches..... .20
1 Central Holder, hard rubber, 5¾ inches..... .25
1 Correct Holder, hard rubber, 6¾ inches..... .25
1 Hard Rubber Inkstand..... .55
1 Good Grip Penpuller..... .10
1 Inkholder for Lettering..... .10
1 All-Steel Ink Eraser..... .60

Z. M. No. 9 PAPER

100 sheets, postpaid.....\$0.50
1 package, 250 sheets, postpaid..... .75
1 package, 500 sheets..... .85

(Not prepaid. Weight 6 lbs. Ask your postmaster what parcel post charges will be. Special prices on 50 packages or more.)

INKS

Zanerian India Ink:
1 bottle.....40c 1 doz. bottles express.....\$4.00
1 bottle Zanerian Gold Ink..... .25
1 bottle Zanerian School Ink..... .20

CARDS

White, black and six different colors:
100 postpaid, 30c; 500 express (shipping weight 2 lbs.), \$1.00; 1000 express (shipping weight 4 lbs.), \$2.00.
Flourished Design Cards:
With space for name. Two different sets of 12 each. Every one different.
2 sets, 24 cards.....\$.20 6 sets, 72 cards.....\$.40
3 sets, 36 cards..... .25 12 sets, 144 cards..... .70



EVIDENCE

The extraordinarily favorable reception which teachers have accorded our newly published

Accountancy and Business Management

"The Vitalized Bookkeeping Course"

is reflected in the following quotations from letters we have recently received:

"The approach to the subject is a great improvement over anything we have had heretofore."

"Bookkeeping routine has been reduced to the minimum and the emphasis placed upon principles."

"The instructions given in the Budget on Business Management will prove a very valuable feature of the course."

"With this work we teachers can get the maximum results in the minimum time — and that is what the public is demanding."

"It is my opinion that you have the best that is on the market today. The book is well adapted to the class method of instruction."

"As a beginning text, Part One is not only modern in method, but its great clearness in presentation is not equalled by any other text."

"The authors of this book have set forth the work according to the new idea of presenting accounting by the class method. This is a commendable feature."

"Principles of bookkeeping are what we are in need of and not too much in quantity of material or subject matter. You have what we need in this new book."

"Rules are reduced to the minimum. The author has endeavored to make the student see the reason for certain operations instead of teaching him to perform them by rule."

"Among the many splendid features in which the text excels, the place of superiority was unanimously assigned by us to the 'human interest' method of presentation outlined in Laboratory Unit One. This unique device cannot but appeal to students and teachers alike."

The letters from which these extracts are taken are printed in full in recent issues of THE BUDGET, copies of which we shall gladly send on request.

The H. M. Rowe Co.

CHICAGO

BALTIMORE

SAN FRANCISCO

SEND
THIS
NOW

THE H. M. ROWE COMPANY,
Harlem Square,
Baltimore, Md.

Gentlemen:

I should like to review personally Accountancy and Business Management and the Budget of Transactions for Laboratory Unit One.

I am a teacher of.....(subject)

in.....(name of school)

.....(address)

(Signed).....

THE BUSINESS EDUCATOR

VOL. XXVIII

PROFESSIONAL EDITION, \$1.50 A YEAR

No. 9

May, 1923

PENMANSHIP
BUSINESS

ENGROSSING
EDUCATION

Workers
Get There

—

Shirkers
Get Theirs

— E. BROWN, 1923 —

ZANER-BLOSER COMPANY
COLUMBUS, OHIO

Entered at Post Office, Columbus, Ohio, as second class matter



REMINGTON QUIET 12

THIS is the typewriter that every school needs for the instruction of its pupils.

Quiet in the schoolroom is important—how important every commercial teacher knows.

Quiet in the business office is equally important and the demand for it is great and

growing. It pays every school to consider the demands of business in choosing its typewriter equipment.

Every Remington quality—speed, durability, ease of operation, the “natural touch”—plus the incomparable quiet feature—all are contained in our latest product, the new Quiet 12.

REMINGTON TYPEWRITER COMPANY

374 Broadway

New York

Branches Everywhere



ELLIS BOOKKEEPING

Journalizing Exercises, supplementary
Principles of Bookkeeping, for beginners
The Elementary Tablet Method of Teaching Bookkeeping, for first semester in high school, secretarial work, night school
The Intermediate Tablet Method of Teaching Bookkeeping, for second semester or to follow Elementary Tablet Method in any school
The Complete Tablet Method of Teaching Bookkeeping, a combination of the Elementary and Intermediate
Section 1 Ellis Industrial Bookkeeping, first year high school or short course in business colleges
Section 2 Ellis Industrial Bookkeeping, third semester in high school or advanced course for business colleges
Section 3 Ellis Industrial Bookkeeping, fourth semester in high school or advanced course for business colleges
The Ellis Method of Farm Accounting, a one-book plan that is usable
Ellis Farm Bookkeeping, a more pretentious course
Modern Banking, all bank books used but no vouchers
The Ellis Method of Home Accounting, household book-keeping
Marshall's Method of Thrift Training, a personal income and expense record.

Write for descriptive circulars or samples of any of the above publications.

ELLIS PUBLISHING COMPANY
Educational Publishers Battle Creek, Mich.

The Learner's Shorthand Text

Written from the standpoint of the pupil's needs, developing the various principles in harmony with the natural unfolding of his mind to a subject entirely new to him.

Technicalities which are confusing if confronted early in the course, are easy after the simple basic positive elements have been mastered.

Each principle applied in a business letter as soon as learned.

Such is Barnes' Brief Course in Pitmanic Shorthand--the shorthand used by the very large majority of the really expert reporters. Benn Pitman and Gram editions.

And for the highest

RESULTS IN TYPING

use the Barnes Typewriting Instructor. Elimination of listless "sing-song" practice one of the many features.

The World's Champion Typist and many other Contest Winners learned from the Barnes Instructor.

Sample pages of either text free to teachers.

The **BARNES** Pub. Co.
Arthur J. St. Louis

WHITEWATER STATE NORMAL SCHOOL

WHITEWATER, WISCONSIN

Specializes in Commercial Teacher Training

Summer Session, Six Weeks, June 18 to July 27, 1923

Regular Session, 36 Weeks, Begins September 10, 1923

Special courses in: Accounting, Advertising, Bookkeeping, Commercial Arithmetic, Commercial Art, Commercial English, Commercial Geography, Commercial Law, Economics, Educational Measurements, French, Gregg Shorthand, History, Machine Accounting, Machine Computation, Office Training and Filing, Physical Education, Penmanship, Psychology, Public Speaking and Debating, Salesmanship, Science, Sociology, Spanish, Supervised Teaching, Typewriting.

Special Courses in Methods of Teaching: Arithmetic, Bookkeeping, Penmanship, Shorthand and Typewriting.

Summer Session Fee of \$6.00 includes Book Rent and all incidental charges

For further information write to

C. M. YODER, Director of Commercial Courses, WHITEWATER, WISCONSIN.

The Blank Business College,
J. J. Blank, President,
Chicago, Ill.

January 30, 1923

Dear Sir:

It is true that the Knox Course in Salesmanship and Mr. Knox's books are being used by the Fuller Brush Company.

We have a very comprehensive course for our salesmen and Mr. Knox's works comprise a big part of it.

To say that we recommend the J. S. Knox works to you is putting it mildly. There is nothing in the way of praise that we would not say regarding him and his books.

Mr. Knox, above everything else, is highly practical and his theory sound and safe.

Yours very truly,

H. M. Cotton,
Promotion Sales Manager.
The Fuller Brush Company,
Hartford, Conn.

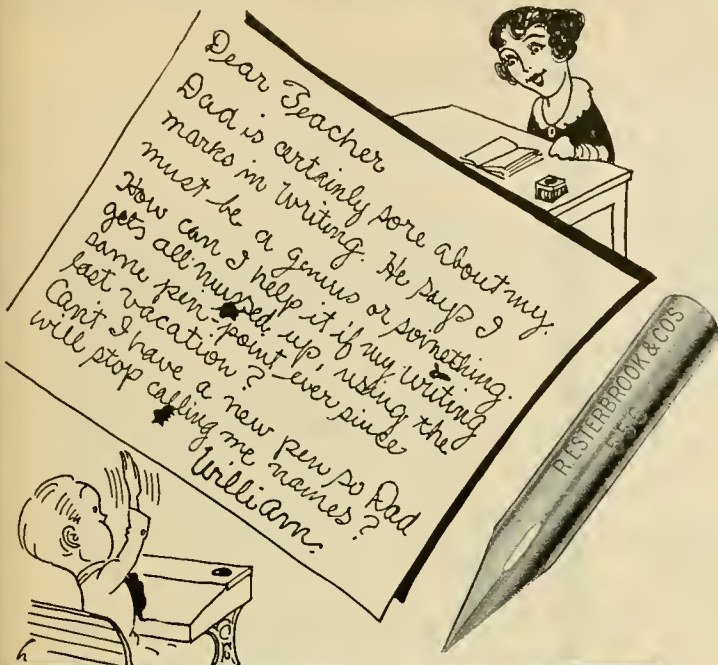
The above is a copy of a letter written to a business school president by Mr. Cotton, Promotion Sales Manager of the Fuller Brush Company. The Fuller Company has five hundred competitors, yet does eighty per cent of the brush business of the country. Fuller's great success is due to training. Their business in 1918 amounted to eight hundred thousand dollars. In 1922 it had advanced to eleven and one half million.

Judge for yourself as to the value of SALESMANSHIP AND BUSINESS EFFICIENCY in this great organization.

Superior instruction produces superior results and superior people.

*Order an examination copy of this great book at once
Price to schools—\$1.35*

KNOX BUSINESS BOOK COMPANY
CLEVELAND, OHIO



'riting

First-class instruction in penmanship deserves the help of first-class pens, the kind that Esterbrook has been furnishing to American schools since 1858. And not only good pens—fresh ones!

In our national advertising we are laying emphasis upon the thought that in the school, the office and the home, fresh pens are essential to good penmanship; dirty, overworked pens are a hindrance and a nuisance.

Pen No. 556

This is a fine-pointed Esterbrook pen, suitable for use in all grades. It is the most popular school pen in America.

Esterbrook Pen Mfg. Co.

CAMDEN, N. J.

Canadian Agents, The Brown Bros., Ltd., Toronto

Always a FRESH
Esterbrook

The Reference Book of Accounts

By ROBERT J. McINTOSH, Certified Public Accountant

Third Edition—Revised—299 Large Pages—Bound in Law Buckram—\$3.75

An Authoritative Guide

to accounting and systematizing for accountants, auditors, instructors, school and college libraries, students of accounting, executives, merchants—for all who are interested in accounting and the analysis and preparation of financial statements.

The Reference Book of Accounts is not a long course of tedious reading, but a digest of up-to-date accounting practice arranged in such handy form that many accountants, instructors, etc., keep it on their desks for ready reference in solving various problems as they arise.

"I particularly recommend to bookkeeping and accounting teachers, that they read and study this book, and that they in turn recommend it to their students, as it will give to anyone in the shortest possible time, a thorough knowledge of accounting as practiced by the largest and most successful companies, that otherwise would require years of experience and study of accounting theory."—H. E. VanCleaf, C. P. A.

SPECIAL OFFER. A copy of Reference Book of Accounts will be sent prepaid on 5 days' approval. A discount is allowed to schools.

Metropolitan System of Bookkeeping

New Edition, 1922

By

W. A. Sheaffer

You Will Like It. The text emphasizes the thought side of the subject. It stimulates and encourages the reasoning power of the pupil. Pupils acquire a knowledge of the subject as well as facility in the making of entries. It is a thoroughly seasoned, therefore accurate, text supported by complete Teachers' Reference Books, and Teachers' Manual.

Parts I and II text is an elementary course suitable for any school in which the subject is taught. Two semesters are required in High Schools and a correspondingly shorter time in more intensified courses.

Parts 'II and IV text is suitable for an advanced course following any modern elementary text. We make the statement without hesitation, that this is the most teachable, most up-to-date, and strongest text published for advanced bookkeeping and elementary accounting use.

Corporation-Mfg.-Voucher unit is bound in heavy paper covers and contains all of Part IV. It is a complete course in Corporation accounting including instructions, set of transactions, exercises, problems, etc. It is without doubt the best text for this part of your accounting course. List prices, Text, 120 pages, 40 cents. Supplies, including Blank Books and Papers, 95 cents.

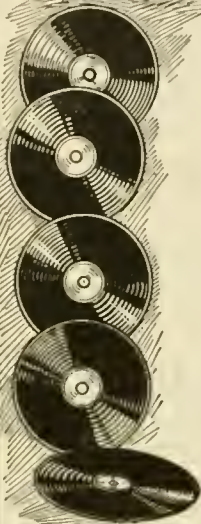
EXAMINATION COPIES will be submitted upon request.

METROPOLITAN TEXT BOOK COMPANY

Texts for Commercial Subjects
37 SOUTH WABASH AVENUE

CHICAGO

Penmanship Records



Especially prepared for teaching Penmanship.

Present Model Lessons for Teachers.

Furnish teachers and pupils with correct vocal and instrumental rhythmical counts for various exercises, all capital and small letters.

Conserve the vitality of teacher by eliminating much counting.

Enable the teacher to give more attention to position, movement and form of letters, while lesson is in progress.

The Zaner-Bloser Co.
Columbus, Ohio

SPECIAL OFFER

In order to give you an opportunity to see how these records will help in your work we shall be glad to send record No. 1 or No. 2 for \$2.50 prepaid. The four remaining records of the set will be sent for \$10.50. The Complete Set of 5 Records with Album postpaid, \$12.00.

ORDER BLANK

Date.....
The Zaner-Bloser Company,
Columbus, Ohio.
Gentlemen:
I enclose check for \$.....for
.....Full Set Penmanship Records.
.....Upper Grade Penmanship Record No. 2.
.....Primary Penmanship Record No. 1.

Name

Address

Official Position

Personal Stationery

Attractively printed stationery shows your friends at once that you are up-to-date. Then, the added convenience of having your name and address neatly printed on both envelope and paper is obvious; your mail is either delivered or returned.

Our paper is of good quality white bond printed in blue ink. You are allowed four lines of printing. Two hundred sheets and one hundred envelopes in the ladies' size cost \$1.00 while the men's size (a little larger) costs \$1.25. Remember, this is the price delivered to you. Send your money with copy of printing you desire and this fine stationery will be sent promptly. We guarantee satisfaction.

The Most Quality for the Least Money

BIDDLE

East Northfield, Mass. Dept. 5-A

Books for the Commercial Teacher

Ten Lessons in Bookkeeping

A brand new set for beginners, consisting of Bookkeeping, Banking and Business Practice. Just the thing for use in Shorthand Department.

Bliss Bookkeeping and Accounting

Consists of six sets, thoroughly covering Sole Proprietorships, Partnerships and Corporations. Complete new text.

Corporation Accounting

An advanced course requiring from six to eight weeks, completely covering the organization, the Bookkeeping and the Accounting of Corporations. Fifty illustrations.

National Dictation

With Pitman, Graham and Gregg notes

Scientific Touch Typewriting

Every Typewriter teacher should examine this book. Hundreds of enthusiastic users.

Simplis Shorthand

Something quite different in a light line system of Shorthand.

Complete catalog explaining these texts mailed upon request. Examination copies sent to reliable schools.

THE F. H. BLISS PUBLISHING COMPANY
SAGINAW, MICHIGAN



A New Development in the Teaching of Typewriting

ANNOUNCEMENT OF THE

NEW RATIONAL TYPEWRITING

The New Rational is the greatest stride made in the science of teaching typewriting since the touch method was originated. It is not a "revision." It is new from cover to cover, except for the basic keyboard approach. Based on scientific research, it presents features never before incorporated in a typing text.

FEATURES:

1. New keyboard learning charts that insure correct hand and finger position and action. Simplify and intensify the learning of the keyboard.
2. Short lessons; short exercises.
3. Keyboard mastery, including figures secured in six lessons.
4. Exercise content intensive but accurately graded.
5. Copious illustrations and constructive problems.
6. Rhythm drills of new type.
7. Vocabulary based on scientific analysis.
8. Meaningless drills of old type texts replaced by positive instead of negative presentation of syllable-letter frequencies. A distinct contribution to speed in learning and in execution.
9. Wealth of exercises for arrangement and correction.
10. Model forms of exceptional clearness and artistic value.
11. Elimination of useless copying; all copy has a definitely practical, educational objective.

The underlying idea of the New Rational is to develop unusual *typing power*—which involves more than the mere operation of the keys—by eliminating negative, mechanical imitation and substituting positive, constructive work that secures constant attention and vital interest.

The new book naturally retains the basic principle of Rational—the approach through the central division of the keyboard—which has proved so effective in a large majority of the schools of the country.

Rational Typewriting Always Leads

Since the first Rational was published it has been the leader in an educational presentation of the subject. The old Rational is the unchallenged leader of today; the New Rational simply carries it into a bigger area of accomplishment.

Ready for delivery July first

Advance copies for examination may be obtained earlier. You will be doing yourself a favor by holding off placing orders until you see the New Rational. You will be delighted with its simplicity of treatment, its newness, its clear, crisp instructions, its beauty and, moreover, its educational content.

THE GREGG PUBLISHING COMPANY

NEW YORK

CHICAGO

BOSTON

SAN FRANCISCO

LONDON



Were You There?

This question will be asked many times after May 19, 1923—the date of the ANNUAL PITMAN CONVENTION at the Hotel Astor, New York City.

Of course your answer will be

"CERTAINLY"



THE Pitman Commercial Teachers' Association has demonstrated over and over again that it is a most wide-awake and progressive organization, — more so than any other group ever organized for the advancement of stenographic education. Its Annual Convention is an institution.

It seems impossible to improve upon last year's program. But, fortune has smiled once again. Noted speakers and leaders in the field of commercial education from all parts of the country will bring their messages to you. These will be brief, but instructive and helpful.

Good fellowship is the keynote, however, and overshadows all else. With the morning and afternoon addresses over, all thoughts turn to the Banquet and Dance which follow. From present indications jollity and good cheer will be in greater evidence even than they were last year, when Mr. Temple, with his charming wit, kept us in gales of laughter throughout his humorous talk. Another such treat is in store for you. Will Rogers, America's Foremost Comedian, will pass on his opinions regarding current events. Then for the music and dancing. Need more be said?

Already the demand for tickets from members and their friends presage a wonderful gathering. An early reservation will help your Convention Committee do its duty without any hitch. *Verbum sap.*, which translated means "Get Busy."

Tickets for the Banquet and Dance are four dollars each. Tickets may be obtained from the Secretary, Pitman Commercial Teachers' Association, 6 West 45th Street, New York City.

NOW READY

Pitman's Loose-Leaf TYPEWRITING EXERCISES

COMPILED BY LOUISE McKEE

*Chairman, Department of Stenography and Typewriting,
Girls' Commercial High School, Brooklyn*

PITMAN'S LOOSE-LEAF TYPEWRITING EXERCISES provide supplementary exercises for advanced typewriting classes. The fifty cards contain 150 exercises, sufficient material for the development of any advanced group of students. Although based somewhat on the New York State syllabus, the exercises are of inestimable value to any public or private school training typists for office practice.

The following types of work are presented:

- (1) Letters for dictation SET UP AS MODELS IN TYPEWRITER TYPE.
- (2) Letters and exercises to be copied for form and arrangement, containing indented paragraphs, figures, and special characters, SET UP AS MODELS IN TYPEWRITER TYPE.
- (3) Original problems in tabulation and centering set up in unarranged form in regular print type to be worked out by pupils.
- (4) A key to each original problem SET UP AS A MODEL IN TYPEWRITER TYPE (no key appears on the same card as the original problem).
- (5) Copying tests, with difficult and long words emphasized in bold face type so as to make such words available for special word drills, etc.

The "cycle" or order of work is approximately:
(1) A letter dictated by the teacher from the card;
(2) student transcribes the letter and compares transcript with model; (3) makes exact copy of model from card; (4) copies test, practicing emphasized words; (5) works original tabulation; (6) compares tabulation with model presented on next card and copies tabulation model. This plan is followed, in the main, throughout the entire series.

The cards are in envelopes, a specified number of each card in an envelope (Card No. 1 in one envelope, Card No. 2 in the next, etc.), making classroom use convenient.

Pitman's Loose-Leaf Typewriting Exercises are original and practical, and eliminate the necessity of the teacher collecting her own supplementary typewriting material.

On white cardboard, 50 cards, \$1 50 a set

ISAAC PITMAN & SONS

2 W. 45th STREET

NEW YORK

THE Business Educator COLUMBUS, O.

VOLUME XXVIII

COLUMBUS, OHIO, MAY, 1923

NUMBER IX

A CHALLENGE

Are you good at figures? Can you add rapidly and accurately? Is subtraction as easy as addition? Do you hesitate in multiplying numbers? Is division difficult? Whether you answer these questions affirmatively or negatively, it would be well for you to try his same test, and compare your scores with those given in Mr. Goff's article in the Professional Edition.

The next contest will be held in Whitewater, Wisc., on May 12, 1923. Students all over the state are now getting ready for the District and State contests. It is expected that all former records for both speed and accuracy will be broken. The author of this article has seen a pupil solve this test practice work in 22 minutes with only four figures wrong in the whole test. This is an amazingly low record for both speed and errors. If you think it is easy to do this try it. I will just hazard a guess that it will take you over 30 minutes and you will have more than 10 errors. If you can beat this time, then you are good at figures. The author of this article would be very glad to have teachers all over the country give this test to their classes. Compute the scores and ranks, compare with the scores and ranks given above, and report the results.

Mimeographed copies of the problems can be made, and if copies of other tests are desired, they will be sent free on receipt of self-addressed, stamped envelope. Send all reports to Thomas T. Goff, State Normal School, Whitewater, Wisc.

A PERCENTAGE PROBLEM With Prizes for Answers

The United States Government requires all magazines mailed as second class matter to submit each month a statement showing the percentage of the magazine devoted to advertisements and the percentage devoted to reading matter. The reading matter goes at the rate of 1½¢ a pound, while the adver-

tising matter pays from 2 to 10¢ a pound, depending on the parcel post zone in which the subscriber lives.

Every month the Editor has to figure up the percentage of the magazine devoted to advertisements and the percentage devoted to reading matter. Would you like to help him this month?

It really is a very simple problem, but it will furnish you ten minutes of good mental exercise for which we are willing to pay you.

The ten high school or business college students who solve this problem and come nearest the answer the Editor gets will be given a year's subscription to the BUSINESS EDUCATOR, Penmanship Edition. No one will receive a prize who does not come within 5% of the correct answer. All that is necessary to do is to send your solution in the following form:

"BUSINESS EDUCATOR,
Students' Edition, May, 1923.

Total number of inches of printed matter
Number inches advertising
Number inches reading matter
Percentage of advertising
Percentage of reading matter

Give your name and address, the name of the school you attend, and the name of your teacher.

In figuring these percentages each column is counted 9½ inches. There are three columns to the page or 27¾ inches single column space in each page. The front page of course is counted with the reading matter and small advertisements are measured. When nothing but advertising is found in a column or on a page it is counted as 9½ inches to a column or 27¾ inches to a page.

You have everything to gain and nothing to lose by sending in your solution. It makes no difference whether you are a subscriber or not. Replies must reach us not later than May 12th so that announcement of the prize winners may be made in the June number.

GOOD ROADS ESSAYS

For the best essay of 700 words on the subject of "The Influence of Highway Transport Upon the Religious Life of My Community," the Highway Education Board offers a prize of a four-year university scholarship providing all the expenses of a four year course in a college or university. This is the fourth "Annual Good Roads Contest" for the prize offered by H. S. Firestone, Akron, Ohio. Previous winners of these prizes have been Miss Katharine F. Butterfield, Weiser, Idaho, 1920; Miss Garland Johnson, Bridgeport, W. Va., 1921, and in 1922, Karl G. Pearson, Washington, D. C.

Full particulars regarding this contest will be furnished by the Highway Education Board, Willard Building, Washington, D. C.

MAYOR E. L. BROWN

The Knox Messenger, Rockland, Me., of Thursday, March 15th, gave considerable front page space to the inauguration of E. L. Brown as Mayor of Rockland, Maine. Mr. Brown is well known to the readers of The Business Educator. He has contributed specimens of engrossing and lessons on lettering to our magazine for many years.

The newspaper commenting editorially on the address delivered by Mr. Brown on the occasion of his inauguration calls it "a fine, promising address," and says that "it gives promise of much which will benefit Rockland, and shows that we have a Mayor that is keenly alive to the needs of the city."

ARE YOU AN ISSER?

Of "has-beens" there are multitudes,
Of "never-wassers" many,
Of "going-to-bes" a mighty host,
Of "issers" hardly any.

TENNYSON J. DAFT,
in Columbus Dispatch.

THE BUSINESS EDUCATOR

THUR. G. SKEELES - - - - - Editor
LACE G. HEALEY - - - - - Contributing Editor
E. V. BLOSER - - - - - Business Manager

Published monthly (except July and August)
By THE ZANER-BLOSER CO.,
612 N. Park St., Columbus, O.

SUBSCRIPTION RATES

Students' Edition\$1.00 a year
Professional Edition\$1.50 a year
(To Canada, 10¢ more; foreign, 20¢ more,
to pay extra postage.)

The Professional Edition contains 8 pages more than the Students' Edition, these being devoted to articles of special interest to Commercial and Penmanship Teachers. All the specimens of penmanship, and all the advertisements are in both editions.

Change of address should be requested promptly in advance, if possible, giving the old as well as the new address.

Advertising rates furnished upon request.

The Business Educator is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.



EVERYDAY PENMANSHIP

By JOHN S. GRIFFITH

302 W. 61st Street, Chicago

Penman, Englewood Business College

SEND SPECIMENS of your work to Mr. Griffith for criticism. Enclose 25c—worth more.
TEACHERS sending specimens from ten or more students should remit 10c for each specimen.

INSTRUCTIONS FOR MAY

Some very splendid work is coming in now and it is a rather hard matter to know how to arrange the papers, as so many are nearing the top. I am sure most of them have received the certificates by this time. In this issue

I wish to compliment Ralph Marken (12 years old) for the progress he is making in his work. He sent work in each month with his father, and one cannot help but note the marked improvement he is making in his penmanship..
J. S. GRIFFITH.

MAY HONOR ROLL

Kelvin L. McCray	M. W. Richenbach
Hilda A. Hillger	M. R. Herrold
Ross R. Garman	O. Marken
James F. Fogarty	Ralph Marken
Elsie Poley	R. M. Proctor
Julia Mihielits	C. A. Reagan
George Golden	Elsie Jones
Fred Callies	Emma Brown

U U U U U U U U U U
Unison Unitarian Unorganize
L.D. Underwood S.B. Utay H. Utz
Unity of effort commands reward.

Lesson 1. Strive for uniform spacing and avoid long endings below the line.

V V V V V V V V V V
Verdi Vermilion Vestibule Va.
M.S. Valentine E.J. Vaska H.R. Via
Victor. mastered his lessons. V

Lesson 2. Very similar in form to the U.

W W W W W W W W W W
Wolverine Washington Window
S.P. Walker A.T. Warren H. Watkins
Writing is a very useful art. W W

Lesson 3. What accomplishment pays larger returns than writing?

X X X X X X X X X X X X X X
 Xebec Xylite Xyster Xyst X X
 X.S. Xeros L.T. Xelowski S.T. Xane
 Xylophone is a Russian instrument.

Lesson 4. Avoid making the X too rapidly.

Y Y Y Y Y Y Y Y
 Yarn Yawn Yacht Youth Y
 L.K. Young B.Y. Kruger H.T. Yates
 Your handwriting is of value.

Lesson 5. If your handwriting is not of value at present get busy and make it valuable.

Z Z Z Z Z Z Z Z Z Z Z Z Z Z
 zone zinc zone zinc zone zinc Z Z
 C.T. Zaic V.S. Zimmerman E. John
 Zanerians advance penmanship Z

Lesson 6. The signature V. S. Zimmerman affords splendid drill on down strokes.

Statement of accounts receivable Jan. 31, 19

7 Rows

R.J. Maclean & Co.	299	44		
John B. Simpson	316	49		
Archer & Lane	72	16		
H.R. Warner & Co.	147	28		
Billings Supply Co.	19	46		
E.T. Fairchild & Sons	833	67	366	750

Lesson 7. Write the figures carefully and distinctly. Use arm movement.

Mr. F. C. Barnes.
P. O. R. 1,
Pocatello, Ida.

Mr. H. F. Bartlett,
Box 162,
Astoria,
Ore.

Courtneyisms

"The boy with a good handwriting finds opportunities plenty and good salary easy picking."

Good writing has the generosity of good pay in that it paves the way to steady employment.

A good handwriting is the nest egg of prosperity that hatches out the golden opportunities

J. H. Reagan

C. B. Conners

D. H. Larson

E. B. Ferris

J. C. Ware

Lesson 8. To address an envelope or circular is no easy task. It seems easy but in the majority of cases one has to write on an unruled paper and seldom has time to plan the arrangement. Study the arrangement as presented.

Lesson 9. The copies in business writing were written at a business rate of speed. The form could no doubt be better, but remember business demands that one write a readable and serviceable style. The ornate signatures afford a little diversion and recreation. In business, ornamental writing has little value, but who doubts its value when used to create pep or enthusiasm? Write a youngster's name in dashy ornate or make him a flourish and you will be convinced that neither is an art of yesterday.

10 Trial Balance H.M. Grace Oct. 31, 19

H.M. Grace Capital <i>ap</i>			4768	115
R. H. Melton			10	50
Anderson & Richmond			232	50
J. A. Amsbaugh	1221	25		
B. F. Crider			114	95
Crutchfield & Woolfolk			66	75
G. D. Watson & Co.	188	15		
Mitchell Prov. Co.	57	53		
John Cowan & Son	335	45		
Geo. R. Hart	184	60		
F. J. Ralston & Co.	245	30		
Chas. F. Diggs, Jr.	531			
Horne, Hawkins & Co.	128			
Purchases <i>ap</i>	6393	96		
Sales <i>ap</i>			7125	37
Inventory <i>ap</i>	840	56		
Expense <i>ap</i>	134	85		
Notes Receivable	1061	55		
Notes Payable			1815	98
H.M. Grace Personal	775			
Cash	2804	55		
	14134	50	14134	50

From Rowe's Bookkeeping^{2nd} and Accountancy.

Signatures by Mr. F. B. Courtney

W. A. Tannott

D. W. Humbert

D. B. Gainer

H. Tremont

D. P. Lombard

COMMENT BY E. A. LUPFER

Good signature writing, like good dressing, is a matter of taste. You may have many styles from which to select. Some styles harmonize and fall together naturally while others do not. A freakish or highly flourished letter among simple ones is like a hat which is too "loud" in color, too big in size, or does not harmonize in some other way. If the styles which you have selected for signatures do not connect

together readily, see if you cannot find some other style which will work better. One is allowed considerable liberty in the formation of letters when writing signatures. Your success as far as style is concerned depends upon your good judgment in selecting letters, arrangement, etc.

Things to Avoid: Freaks, congestion of lines, bad crossings, mixing simple and greatly flourished styles, heavy

shades close together at places and far apart at others, and unnatural combinations.

Things to Do: Study good combinations, cultivate a liking for signatures, develop good taste, and work like sixty.

Mr. Courtney is a master at combining letters. He gets unique and interesting signatures. Study his beautiful work above.



W. E. DENNIS has perhaps never been excelled in offhand flourishing. His work is not only distinctive but artistic. Notice the contrasts, the accurate distribution of lines, parallelism, snappy shades and systematic yet natural arrangement, the boldness and grace. He retains his skill in this work despite his 63 years. Such masterly flourishing is beautiful and will always have an appeal.

JOHN S. GRIFFITH, penman in Englewood Business College, Chicago, and his enthusiastic students are to be thanked for this specimen. The students contribute a small sum each to purchase specimens for the schoolroom and the original of this flourish, about 14 by 22 inches in size, will remain as a reminder of the Class of 1923. This is certainly a good way by which to create and maintain interest in penmanship.



BUSINESS WRITING

Copies by E. A. Lupfer
Instructions by Arthur G. Skeeles



The ovals in the first line are shaped like some given last month, but they are all made to the right. In the second line the ovals are made alternately to the left and to the right.

Until the ovals can be made easily you should make them pretty rapidly, say two hundred down strokes to the minute, but after you have mastered them fairly well, this speed should be

decreased. If the practice on the ovals is to help us make letters, the ovals must be made at about the same speed as the letters, and usually letters are not made two hundred down strokes to the minute. Practice these ovals until you can make them at a speed of 125 to 150 down strokes a minute, with correct position, pen holding, movement and a light touch. Then you are ready to take up the drills on the letters.

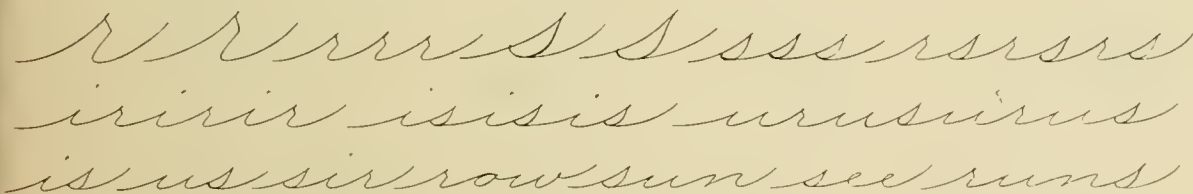
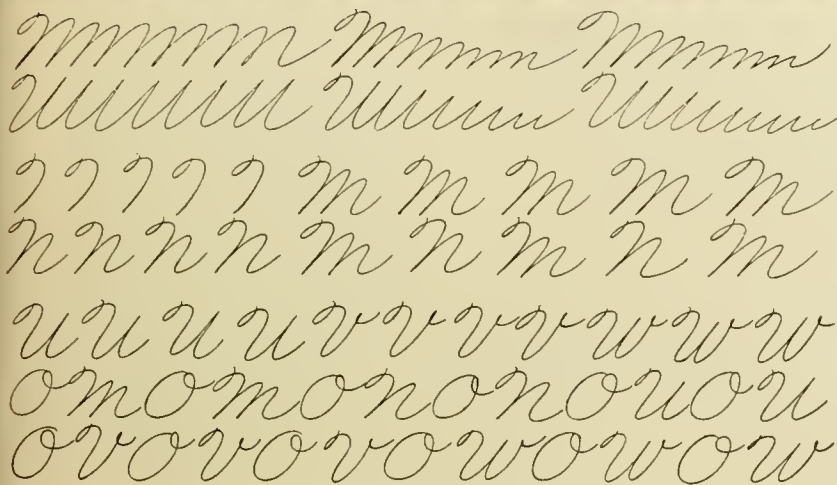
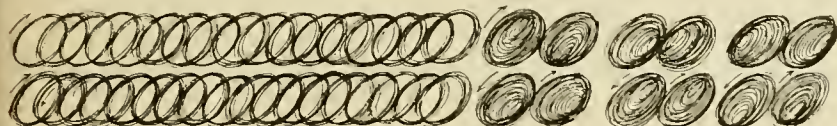
In the **M** exercise and **U** exercise, keep the turns narrow, down strokes straight, and slant uniform. Make them as fast as you have been making the ovals.

The first stroke in the **M** or **N** is used in a number of other letters, so we should master it. Both sides of the first small oval are curved, and then the stroke comes down to the base line nearly straight.

Count 4 for **M**, and 3 for **N**, one count for each up stroke. Make them at the same speed that you were making the exercises above them.

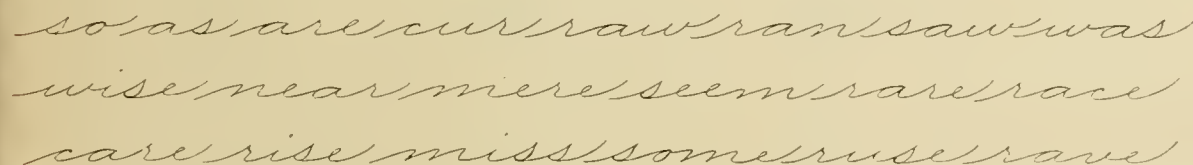
The first stroke in **U**, **V** and **W** begins like the first stroke of **M**, but has a curve at the bottom. These letters must be made freely. Do not make them too wide.

Here we have used **O** as a measure of height and slant of letters, as was suggested last month.



In both **r** and **s** the up stroke must be well curved. If it is straight, the letters are spoiled. Study the forms which Mr. Lupfer has written for you. Both these letters should be written rapidly with a slight pause at the shoulder of the **r** and at the bottom of the **s**.

Do you know why **r** and **s** have a sharp point at the top? This point is all that remains of the opening in the top of the usual script forms of the capitals; therefore these letters should extend slightly higher than the other short letters we have been practicing.



Here is a list of short common words containing **r**, **s** and other small letters that we have been practicing. Write at least a line of each word—five lines would be better, and if you are really in earnest about becoming a good penman you will write a page. But watch position, pen holding and movement. Remember if you write right your writing will be right.



No Now Nor Name Nice Mr. Mrs. Miss
 In Ore Oasis As Are Co. Cr. Can
 Dr. Dis Dear Ere Ease Core Arms
 Maucaurais corn. Carrieses Evassew.
 Dear Marie. Or was near me in summer.

Here are words containing the new capitals and small letters studied this month. Practice them until you master them. Time yourself occasionally to see if you are writing 100 letters a minute—a three letter word 33 times a minute or a four letter word 25 times a minute.

These sentences should be written at the same rate. See how easily you can go from one letter to the other clear across the page. Hard words should have extra practice.

ORNAMENTAL WRITING

Copies and Instructions by

RENE GUILLARD, 1212 Elmwood Avenue, Evanston, Ill.

Send Mr. Guillard two pages of your practice work with 25 cents
 and he will criticise and return your work

There are many more different modifications of the letters shown in this lesson, but no doubt there is a sufficient number presented to give the student material to work on for some time.

The D is considered by some to be the most difficult letter to make. In the first one here presented notice that the beginning and finishing ovals are horizontal. This particular style is the

one which is usually made by penmen, and the aim of the student should be to master it.

The second one presented is similar to the first with the exception of the oval at the finish. This oval if not properly executed spoils the appearance of the letter.

The third D presented begins like the L and finishes with a horizontal oval. The last one is much like the first. The

shaded part of all these letters is similar to the shade in the O and C in last month's work.

The first H is one very often used.

The introductory stroke is much like the first part of the D and the second part is similar to the C. The second letter given here is the same as the first with the exception of the introductory stroke. Try to get the oval part of this beginning horizontal.

The third and fourth letters are probably easier than the other two. The second part of these H's should be made downward.

The Ns' and M's here presented begin and end alike. Notice that the ending ovals are all horizontal.

The second part of the M and N does not come in direct contact with the first.



Teacher's Professional Edition (Supplement)

Pages 17 to 24, Inclusive

DEATH OF MRS. CROUSE

Mrs. Anna M. Johnson Crouse, Teacher in Franklin High School, Los Angeles, Calif., died March 4, 1923. She had been a teacher in Los Angeles High School for twelve years. Miss Beulah B. Coley writes us that Mrs. Crouse was a wonderful teacher in her line of work, very popular amongst her friends and students, and beloved by all her associates.

Mrs. Crouse wrote a beautiful style of business writing, and her letters were among the best that came to our office.

CONNECTICUT VALLEY C. T. A.

The next meeting of the Connecticut Valley Commercial Teachers' Association will be held at Bay Path Institute, Springfield, Mass., May 12. The meeting will partake of the nature of round table discussions on Typewriting, Shorthand, Bookkeeping, Penmanship, Business English, and Filing. Walter E. Fairman of Amherst High is president and Mrs. Anna M. Leavenworth of West Springfield High is secretary.

TEACHING PITMAN SHORTHAND

Isaac Pitman & Sons announce courses of lectures on methods of teaching Pitman Shorthand to be given at the following Summer Schools in 1923: Maine School of Commerce, Auburn, Me., July 10-17. Bowling Green Business University, Bowling Green, Ky., July 19-26. State Normal School, Indiana, Pa., July 27-August 3. Simmons College, Boston, Mass., August 6-10.

These courses will be given by Arthur M. Sugarman, and will deal with such topics as Establishing Definite Objectives for the Student and for the Teacher. Lesson Types. The Nature and Purpose of Tests. Further particulars can be secured from the schools where these courses are to be given or from Isaac Pitman & Sons.

A SUCCESSFUL BUSINESS COLLEGE IN A SMALL CITY

(The man who wrote this doesn't want his name used. He gives facts of value to every Business College man.)

In 1915 I came to this city of about 14,000 to teach in the business college. I had \$1.87 when I came. The school at that time was about thirty years old. After six weeks I decided I could run the school better than the man who owned it so I borrowed \$200 from a relative, and used it as the first payment, giving a note for \$700.00 for the balance. He seemed to be pleased with the deal, and I didn't know any better.

Today the furniture and fixtures of our school inventories about \$4,700.00,

and R. G. Dun & Company give us a credit rating of \$11,000.0. This is my reason for saying that a business college in a small city can be made to pay.

The small school has several advantages over a large one. The first advantage is that most of the students may live at home. News of students placed in positions, and pictures of graduates and students in the catalogue have the greatest advertising value because the person mentioned are known personally to so many of your prospects.

Commencement exercises and a reunion each year are valuable advertising in a small city. They are matters of interest to many people in the community, and newspapers give desirable publicity. A school in a large city would find itself lost in the crowd, and school affairs would attract little notice either in the newspapers or among the people of the community.

From the standpoint of the students, it is worth more to attend a small school than a large one, although the cost is usually less.

I have not found it necessary to do much newspaper advertising, as the figures given below will show. Commencement exercises, reunions, pictures of students in the catalogue, positions for graduates and the development of a school spirit are better in my estimation.

It hardly needs to be said that our school rooms are clean, our furniture and equipment of good quality, and everything about the school planned to appeal to intelligent, well-to-do men and women and their children.

My school is the only one in the city, but this is open territory for at least a half dozen other schools. Two or three schools solicit here throughout the year, and all of them send literature to every person likely to attend a business college whose name they can secure.

In spite of that the school has steadily grown in numbers, and in the amount of profit that could be taken out of the school by the proprietor, as the following table will show:

Statement of Income, Expenses and Salary

Calendar Year, 1916	
Newspaper Advertising	\$ 65.93
Miscellaneous Advertising	38.19
Expenses and Equipment.....	833.13
Salary for Proprietor.....	732.00

Calendar Year, 1918	
Newspaper Advertising	122.39
Miscellaneous Advertising	283.63
Expenses and Equipment.....	2,015.56
Salary for Proprietor.....	2,863.14

Calendar Year, 1922	
Newspaper Advertising	15.18
Miscellaneous Advertising	295.95
Expenses and Equipment.....	2,661.39
Salary for Proprietor.....	3,250.13

The Peoples' College, located at Fort Scott, Kansas, since 1914, was moved during the first week in April to Kansas City, Mo., where it will be permanently located. This school, which commenced as an exclusive correspondence school offering Law and English courses, is now offering a much wider selection of subjects, prepared in almost all cases especially for the college. A new advisory Board composed of Dr. Charles P. Steinmetz, Bernarr Macfadden of Macfadden Publications, and Elbert Hubbard II has been secured. Dr. Steinmetz was a member of the first Board of the College, but Mr. Macfadden and Mr. Hubbard were elected in January.

The present President of the School, Mr. M. N. Bunker, was the organizer of the first resident work of the college in 1917, following which he went into military service, returning to the school last June. The Secretary of the College under the new organization will be J. Lynn Bowen, who has been engaged in accounting in Kansas City for some time.

INDIANA UNIVERSITY COMMERCE HALL

Indiana University, Bloomington, Ind., dedicated a new Commerce Hall on April 25 and 26. This is a three story building, and provides twenty-two class rooms and auditorium, and departmental offices. This is stated to be one of only two state universities in the middle west to have a commerce building, and according to Dean Wm. A. Rawles of the School of Commerce and Finance, the increased facilities enables Indiana University to offer a training in business on a par with the best to be secured anywhere. There are now more than four hundred students enrolled in this department of the university.

The building was dedicated by a series of meetings in which many men prominent in business and education throughout Indiana and the United States took part.

R. E. Wiatt, the well-known Supervisor of Penmanship in Los Angeles, California, will give a course in methods of teaching penmanship at the University of Southern California, Los Angeles, July 2 to August 10, 1923.

Regarding Mr. Wiatt's work at the San Francisco State Teachers' College in 1921, the catalogue of that college published just before the summer session of 1922 made the following comment:

"The immense popularity of the penmanship courses of the last Summer Session, under the instruction of Mr. R. E. Wiatt, the seemingly marvelous accomplishments of some students and the marked improvement of every one has justified preparations to meet even greater demands for the coming session. Mr. Wiatt returns and will bring with him his first assistant, Miss Marietta C. Ely."



MENTAL MEANDERINGS

By CARL MARSHALL
Weichtpec, California

Life as a Business— Getting Ready

Far be it from me to imagine that I am able to add anything new to the immeasurable output of wisdom that has been given to the world regarding right preparation for Life. A tremendous lot of it has gone into the record since the days of Solomon and Socrates, and it is still coming. Sages, poets, preachers and educators, have all made their contributions, and the total number of volumes that have been written and printed would probably fill a bookshelf that would reach across a continent.

And yet, I think that all that is really essential to know, or to say about fitting one's self for Life could be put into a manual not bulkier than the Gospel of St. Luke. If a young person who has reached adolescence has a modest endowment of plain horse sense and has acquired control over his passions, prejudices, inclinations and more or less silly whimsies, he may dispense with most of the admonitory wisdom of the ages. Of course, I know there are two big "ifs" involved in this proposition. All too many young persons, and old ones too, for that matter, are not thus endowed. And until they are, you may deluge them with good advice till Doomsday and affect them as a shower of rain affects a goose.

It is one of the paradoxes of human life that nearly all the wrong things that people do are things that practically everybody knows better than to do. For example, the booze and tobacco habits. There is no victim of either who does not know down in his secret soul that they put a sure hand-cap on him. If you doubt this go out into the street and ask the first hundred tipplers or smokers you meet whether they would deliberately advise a young man to acquire the habit of either drinking or smoking. How many decent ones would say "Yes"? As a cigaret advertisement has it, "Ask Dad; he knows". Yes, Dad does know, and if he is a dad worth having he will tell you to cut them all out. Well, is there anything to be said in defense of any course of conduct that nobody can advise anybody else to follow? And so with a lot of other things. There isn't a thing to be said for them, yet people go on doing them and will continue to do them till the world gets a lot more lime in its backbone.

To the young person who starts out with the intention of living a happy and useful life, there are two things infinitely more important than any form of school education. These are, first,

character; second, health. I put character first for the reason that, as a consumer of happiness, it is not only more important than health, but health actually depends on it. I think that defects of character account for more shattered health than all else put together. Laziness, self-indulgence and ill-temper all work against health.

Pretty much all of what we call character is a fifty-fifty combination of will power and kindliness. Anyone who has the will power to take care of himself, and the kindliness to do his share towards helping others, will come pretty near to being a hundred percent person. The development of character rests upon a great biologic law that begins with the amoeba and runs on up the life scale to the most highly developed human. This is the Law of Activity: ACTION DEVELOPS FUNCTION; INACTION RESULTS IN ATROPHY. Nobody thinks of disputing this law as it is applied in the gymnasium or in the athletic training quarters. Also, you all know how it works in the penmanship and shorthand classes, and everywhere else where beginners are acquiring skill and strength and endurance, whether physical or mental. Nobody but a boob would think of getting anywhere at anything, in defiance of this law. Even the greatest geniuses are not absolved from it. In fact, the thing we call genius is mostly a super-capacity to apply this universal law. "Genius is an infinite capacity for taking pains," runs the oft-quoted epigram. Yes, we all know that what we are physically and mentally is determined by the way we apply the Law of Activity; but a lot of us do not know that the same thing is true of character. Tie your arm down to your side for a year, and it will be a month before you can lift it again. Quit thinking and reading and turn your mind out to grass, and you will soon be in the boob class. Stop using your generous and kindly impulses, and it won't be long till you are a pig, harring the hoofs and the bristles. Quit using your will-power, and you'll soon be drifting as helpless as a water-logged derelict in mid-ocean.

The end and aim of character is happiness and its running mate, usefulness. Character is its own reward. That is a part of the Law of Compensation. He who serves the world best, serves himself best. These ideas started civilization going. They have been axiomatic for forty centuries. The stupidest dunce on earth is the pig-natured person who imagines he can live for himself alone and get away with it. O, yes, I know that a lot of them get rich and make some noise in the world, but they are chewing up the nut-shells and missing the kernels. How people cheat them-

(Continued on page 23)

WHAT PER CENT OF CASH RECEIPTS SHOULD BE SPENT FOR ADVERTISING

By Geo. A. Meadows, Manager of
Draughon's Business College,
San Antonio, Texas

The answer depends somewhat on both local and general conditions.

It is generally agreed among successful business school men and advertising experts that a business school, in order to hold its own and make a fair degree of progress, MUST spend at least 8 to 10 per cent of its cash receipts for publicity. If it is the ambition of the proprietor to build up a large school, and do it quickly, he must spend more than 8 to 10%; in fact, all he can spare. Many of the bigger, better schools of the country spend from 15% to 25%.

The writer knows of one school which spent 16% per cent of its receipts for advertising, and the second year showed an increase of \$20,000.00 in cash receipts. Prior to this new advertising program, the biggest annual business the school had ever done was only \$6,000.00. It is true that the field was virgin for publicity and conditions were favorable otherwise. At the same time, it would have been impossible to even approach this gain with only 8 to 10 per cent of the receipts invested in publicity. In this case, 16% per cent paid.

Another school has built up a big attendance largely by using solicitors—without investing very much in advertising. Upon changing its advertising policy, investing 8 to 10 per cent of the receipts in publicity, it showed a gain of \$19,000.00 in cash receipts the second year. In this case, too, the field was virgin for publicity and conditions were favorable. Nevertheless it proves, conclusively, that "It pays to ADVERTISE."

The reader will observe from the above that one need not expect big returns immediately on enlarged advertising program. It takes time for the advertising to get in its work. If it is your ambition to have a large, substantial school, you will find it necessary to invest heavily in publicity year after year, gradually increasing it as the years roll by and as the school grows—as the receipts increase. It is the cumulative effect that counts in advertising.

Frederick Juchhoff, C. P. A., of the School of Business Administration, American University, Washington, D. C., announces the opening of offices in Washington and Chicago under the name of Frederick Juchhoff and Company. Certified Public Accountants. The Washington office will be under his personal management and will give special attention to audits and reports of municipalities and public service corporations, governmental surveys, etc. The legal division is prepared to handle adjustment of problems arising out of the relations of government to industry.





Department of PUBLIC SCHOOL WRITING

Frank H. Arnold, Supervisor of Penmanship, Spokane, Wash.

THE QUESTION OF WHOLE-ARM MOVEMENT

Some publishers of writing systems and their paid propagandists would have us believe that it is little less than a criminal offense to teach wholearm movement to second grade children. These men and their misguided followers often tell weird and uncanny tales about the horrors of such a procedure. They take particular delight in manufacturing wholearm movement straw men; and then with the ferocity of the old time Indian they hack the poor straw men to death. The actions of these propagandists are amusing, but not very edifying.

For a number of years I have listened time and again to the same old standard tale about the evil effects of wholearm movement. It seems, according to our blown-in-the-bottle forearm friends, that once upon a time some one observed a seventh grade writing lesson. As the story goes, there were a number of big boys and girls in the class and several of them did "then and there with premeditation and malicious intent" use wholearm movement instead of forearm muscular movement. Holy snakes! And this dastardly deed, as I remember it, was committed in the grand old state of Pennsylvania! Where was the Pennsylvania state guard at the time?

Well, I can tell thrillers, too, when I get a good start. Not many months ago I had the privilege of seeing a seventh grade class write. The children in this class were brought up on forearm movement. They had had it regularly for breakfast instead of any one of our popular breakfast foods. They had never seen the animal that we call "wholearm movement". In fact, they did not know whether the term "wholearm movement" referred to an African monkey or to one of the newly developed Burbank garden products. And what did these children do when they were observed? Hold your breath while I break the sad news. **Most of them actually wrote finger movement, pure and simple.** Now, I don't intend to get out a new book to tell about this remarkable discovery. I do not even expect to start a new penmanship magazine for the purpose of telling the public about the horrors of forearm muscular movement training in grade ones and two. There is nothing particularly strange or unusual about what I saw. Neither is there anything remarkable or strange about what our muscular movement friend saw over in Pennsylvania. Some teachers do not know how to make the transition from wholearm movement to forearm movement. Other teachers do not know how to teach forearm muscular movement, and have many finger movement writers in their classes. It

is "tit for tat" when comparisons are made. For every seventh grade class that uses wholearm movement instead of muscular movement, I can show you two classes who use finger movement instead of forearm movement. The merits of wholearm movement cannot be judged by the results that some poor teachers get, and the merits of the forearm movement for little people cannot be judged by teachers who get little more than finger movement work out of their children.

I remember a little controversy that I once had with an eminent advocate of forearm muscular movement for little people. In a letter to me he spoke with feeling against the plan of teaching wholearm movement to children. He told me of the direful results that would follow in the upper grades. I reminded my correspondent in as polite terms as I could use that it had been my opportunity for a number of years to watch children write, and that many children who came to us from places where forearm muscular movement had been stressed wrote finger movement in grades three and four, and in other grades, too. He replied in words like these: "No doubt you have seen children who have 'had' but have not been 'taught.' Blank's forearm movement writing." The little word "taught" makes a world of difference when we are considering the merits of any method of teaching writing. The trouble of my friend was that he was quite willing for all other systems but his own to be judged by the "had" students, but his system must be judged by the "taughts". You are a wise old owl, brother, but you can't get away with that.

If children have been taught wisely during their first year, they are able to enter the second grade with the ability to write all the small letters and many words at the board. In the second grade the first serious attempts at seat work should begin. (Children can be taught pencil holding and other preliminary steps in writing in the first grade, but it is not wise to teach them to write many words at the seat.) For a few days the child may be allowed to suspend his arm slightly above the desk while he is mastering a few simple movement drills and one or two of the easy small letters. Within two or three weeks, however, he can be taught to hold his right arm on the desk, and do all his writing with a sliding movement. The child thus taught will find wholearm movement an easy thing to master, and the teacher of the child will not have to nag him to death in order to get him to use his arm instead of his fingers.

Now, right here is where you can use the compendium—the child's com-
(Continued on page 24)

THE LEFT HANDED BOY

The following correspondence may interest teachers who have left-handed pupils, and there are a few such persons in nearly every school room:

* * *

Zaner & Bloser Co., Columbus, Ohio.

Gentlemen: Do you have any recommendation to offer as to the course to be pursued with a six year old pupil who is very evidently left-handed in all his work, including his writing? Some pupils who are left-handed with ordinary, everyday operations, are able to use their right-hand when learning to write.

A case which recently came under my observation is so decidedly left-handed that it causes me to doubt the wisdom of endeavoring to have him use his right hand. I shall be glad to have you write me as to your experience and your opinion of such a case.

Very truly yours,

D. A. FERREE,
Supt. of Schools, Nelsonville, Ohio.

* * *

Dear Mr. Ferree: It is my opinion that there are degrees of left handedness, if we may so speak. Many persons do certain acts with the left hand and other acts with the right hand. My observation is that these persons can nearly always learn without much trouble to write with the right hand.

There are other persons, such as the six year old pupil you mention in your letter of January 29, who seem to be entirely left handed and have great difficulty in mastering any skillful art with the right hand.

I think it is a good plan to encourage all pupils to write with the right hand. If this is done in the first grade when they are writing on the board, the majority of those who seem to be left handed will learn to write with the right hand to their own great convenience, but there will be some who will find this difficult if not impossible, and I believe in such cases we should allow them to write with the left hand. Care must be taken that they place the paper under the left arm instead of in the same position as a right handed person would write, and then they should use the same style of pen holding and the same movement of hand and arm that a right handed person uses.

It seems to be more difficult to learn to write with the left hand than with the right. This is true because writing as it has been developed through the years is a right hand art, but persons can learn to write with the left hand, and we know of several who are unusually fine penmen. Therefore, I should expect the left handed boy or girl to learn to do as good work with the left hand as his right handed neighbor, but I should tell him it required a little more perseverance on his part.

I hope this reply will throw some light on the question you have in mind.

Yours very truly,

THE ZANER-BLOSER CO.

By Arthur G. Skeels.



THE WISCONSIN STATE CONTEST IN RAPID CALCULATION

By Thomas T. Goff, Instructor of Commercial Arithmetic, State Normal School, Whitewater, Wis.

The Plan of the Contest. The general plan of this contest in Rapid Calculation is, first, to have preliminary elimination contests in various districts throughout the state; and, second, to have the final, state-wide contest among the winners of the district contests. The Rapid Calculation contest is only one of the four contests in commercial subjects, contests in Shorthand, Typewriting, and Penmanship also being held.

The District Contest.—The District Contest in Rapid Calculation is a contest held in each of the twenty districts into which the state has been divided.



ARTHUR PATRICK

Student, Normal High School, Whitewater, Wis. Wisconsin State High School Champion Rapid Calculation, 1922

and embraces from twelve to twenty high schools. This contest is held in April, each year. The three contestants making the highest score in the District Contests are eligible to compete in the State Contest.

The State Contest.—The State Contest in Rapid Calculation is a contest among the winners of the District Contest. It is held annually in May at Whitewater, Wisconsin, under the auspices of the Commercial School of the State Normal School at that place. Last year, 70 High Schools were represented in the State Contest, and there were 207 contestants in the various events. There were 43 contestants in the Rapid Calculation Contest, representing 32 different High Schools.

The Winner of the 1922 State Contest. The State Contest in Rapid Calculation in 1922 was won by Arthur Patrick, a freshman in the Whitewater Normal High School. He added 45 single columns, 21 figures deep; solved 20 problems in subtraction, each five figures wide; solved 40 problems in multiplication; and 40 problems in division; all in 26 minutes, 2 seconds, with only 12 errors out of 1880 possibilities of error. This is the best record ever made by a High School pupil on this test, under contest conditions. For a person not in training, one hour

WISCONSIN STATE CONTEST IN RAPID CALCULATION

May 13, 1922

Scientific Problems in Addition, constructed by Gwendolyne Decker, Student, State Normal School, Whitewater, Wisconsin

Addition Score:

Number of Problems, 45 Number of Errors, . . . Number Correct,

Add each of the 45 columns following, writing the answer at the bottom of each column:

SECTION I														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	1	1	1	1	1	1	1	1	2	2	2	2	2	2
5	2	7	4	9	1	6	8	3	5	2	7	1	6	3
6	9	4	9	6	9	6	3	8	7	9	9	8	5	8
7	6	4	4	1	3	7	3	5	1	4	2	6	1	5
6	6	8	8	6	9	5	9	8	7	7	9	5	8	9
3	5	6	4	1	6	1	4	4	1	1	1	7	5	2
4	8	2	7	7	7	5	3	2	8	7	1	6	7	4
8	1	3	2	1	4	8	9	3	7	5	6	2	1	1
4	7	6	5	9	1	7	6	9	5	6	9	7	8	8
5	4	1	6	8	5	2	3	6	1	5	4	1	7	1
7	5	9	3	4	7	4	6	3	7	9	9	8	2	8
1	4	5	6	4	7	2	1	1	8	3	1	1	6	4
8	4	7	2	7	9	9	8	8	6	2	1	7	9	9
3	8	7	6	1	1	5	6	5	1	5	8	9	2	5
5	7	4	7	8	5	7	9	7	5	6	6	3	5	7
7	1	5	6	1	3	4	1	5	7	1	5	2	2	2
2	6	3	8	8	8	2	5	4	5	7	1	9	7	7
4	6	5	1	1	1	4	4	3	6	7	8	5	5	2
7	1	9	8	8	8	9	9	8	7	9	4	3	7	4
4	1	4	1	3	3	2	2	7	1	3	5	8	1	2
8	9	9	4	5	3	5	7	6	4	5	8	3	6	9

SECTION II														
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
2	2	3	3	3	3	3	3	3	4	4	4	4	4	4
8	4	3	5	1	7	2	6	4	2	6	4	1	5	3
5	5	9	3	7	2	7	2	8	7	1	7	6	7	4
4	8	3	4	8	1	8	1	5	6	5	2	7	2	2
2	5	5	8	4	8	6	9	2	9	7	9	4	7	9
1	3	2	5	2	5	2	4	6	2	7	3	2	2	4
9	4	9	7	9	7	9	8	8	3	5	9	9	9	8
4	2	4	1	3	6	3	3	1	5	4	2	4	3	5
9	9	4	5	8	3	5	6	4	9	9	3	8	6	4
2	5	7	3	1	3	1	6	7	3	2	4	3	5	3
5	7	2	8	5	9	6	6	7	5	7	4	3	6	9
7	1	1	7	3	6	5	5	4	3	2	9	3	3	2
5	7	9	9	8	6	4	3	7	3	5	8	8	4	6
2	1	2	2	1	3	1	4	1	4	4	1	6	4	6
9	8	9	6	7	4	9	9	8	7	4	8	8	5	3
4	1	4	1	5	4	4	2	1	7	3	3	4	8	2
9	9	9	7	6	8	7	9	8	5	8	9	4	6	9
3	3	5	1	6	6	7	3	4	3	7	1	2	2	4
9	8	8	6	6	5	6	4	6	5	2	9	3	7	7
1	3	1	8	1	1	6	2	2	6	4	5	5	6	5
2	9	7	6	6	7	1	9	9	8	4	7	8	6	3

SECTION III														
31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
5	5	5	5	5	6	6	6	6	7	7	7	8	8	9
2	3	5	1	4	4	1	3	2	2	3	1	1	2	1
9	9	7	8	5	8	5	8	6	4	9	8	6	3	4
4	2	1	5	6	1	2	3	2	2	1	3	1	3	3
3	4	3	8	7	7	7	8	5	6	1	3	6	9	4
4	3	3	3	1	1	6	1	7	2	8	3	8	5	9
8	6	8	4	6	5	6	3	5	9	5	6	6	8	9
5	2	4	3	6	6	7	1	2	7	2	5	2	1	1
9	7	8	5	7	3	8	8	7	2	9	7	6	8	2
1	6	4	4	2	4	1	9	8	2	2	2	3	1	2
8	6	8	8	9	7	8	4	1	9	9	6	8	5	9
1	2	4	3	2	8	1	2	6	4	2	2	5	3	5
8	6	4	9	7	5	8	6	5	5	7	9	3	9	6
3	7	3	2	1	2	4	3	7	3	4	2	3	5	2
2	9	9	6	3	4	1	6	9	8	2	9	8	8	6
6	2	3	1	8	9	2	6	2	5	3	3	3	1	1
3	6	9	6	4	3	9	6	7	4	8	5	5	7	8
2	1	2	5	2	3	2	1	2	9	8	1	1	4	6
9	5	6	6	7	8	9	7	2	4	3	9	8	7	5
7	7	2	6	4	3	3	9	5	4	2	4	3	2	1
9	5	6	7	8	5	9	4	7	9	7	8	8	2	8

would be considered good time for the same amount of work. Also, a novice would experience difficulty in going through a test of this size with such a high degree of accuracy.

Rules for the Rapid Calculation Con-
test.--The following rules are observed:

1. Each contestant must solve all of the problems in the test; namely, 45 problems in addition, 20 problems in subtraction, 40 problems in multiplication, and 40 problems in division. (Exact copy given below.)

2. Each contestant is to be timed in minutes and seconds from the time he starts working until he finishes the whole test. The contestants are not to be timed on addition, subtraction, multiplication, or division separately. To guard against errors, it is recommended that two persons keep the time, and that the time be recorded in minutes and seconds, just as the contestant finishes.

3. The test must be finished within one hour.

4. Problems omitted shall be counted as errors,—one error for each column omitted in addition, and one error for each figure omitted in subtraction, multiplication, and division. (See Correcting Answers, following.)

5. Contestants may write answers with a pencil. In all cases, the answer should be written directly under the problem solved. Contestants should make small, plain figures.

6. Illegible figures shall be counted as errors.

7. The contestants may solve the problems in any order, but they should be careful not to omit any problem.

Correcting Answers.—The following is the method of correcting the answers:

Correcting Addition.—There are 45 single columns to be added, giving 45 separate answers. Mark each incorrect result with a cross (x). Count the number of errors, and subtract from the total number of answers (45). This gives the number of correct answers.

Correcting Subtraction.—There are 20 problems in subtraction, each 5 figures wide, containing 100 possibilities of error. In each answer, make a plain slanting line through each figure that is wrong. Count the number of slanting lines, which shows the number of errors, and subtract from 100, giving the number of figures that are correct.

Correcting Multiplication.—There are 40 problems in multiplication, containing 440 possibilities of error. In each answer, make a plain, slanting line through each figure that is wrong. Count the number of slanting lines, errors, and subtract from 440, giving the number of figures that are correct.

Correcting Division. There are 40 problems in division, containing 440 possibilities of error. Make a plain, slanting line through each figure that is wrong, count the number of slanting lines, and subtract from 440.

To Determine Final Rank.—To determine the final rank, first, rank the contestants as to accuracy; second, rank them as to speed; third, combine

Scientific Problems in Subtraction, constructed by Cordia Shetter, Student,
State Normal School, Whitewater, Wisconsin

Subtraction Score:

Number of Facts, 100 Number of Errors, Number Correct,

Subtract, writing the result directly under each problem.

50024	47047	93722	93590	78965
33562	12471	28154	11462	24080
77072	37546	82887	96026	81239
75607	24057	56990	62229	69890
85252	61242	36116	93550	92493
16081	18940	33796	32890	77980
74310	59135	90247	80522	70523
46331	58557	54178	39538	37544

Scientific Problems in Multiplication, constructed by Miss Gretchen Rohleder,
Student, State Normal School, Whitewater, Wisconsin

Multiplication Score:

Number of Facts, 440 Number of Errors, Number Correct,

(1) 4,566 2	(2) 22,786,825 4	(3) 1,351,376,489,966 7	(4) 103,969,493,724,644,803 9
(5) 4,189 2	(6) 20,558,991 4	(7) 12,632,845,683,902 7	(8) 99,281,782,954,256,017 9
(9) 3,780 2	(10) 17,546,080 4	(11) 10,574,369,714,780 7	(12) 88,577,626,679,871,589 9
(13) 3,072 2	(14) 16,396,703 4	(15) 9,458,625,423,304 7	(16) 75,514,738,541,219,134 9
(17) 2,951 2	(18) 14,943,734 4	(19) 7,871,918,217,055 7	(20) 65,843,661,253,232,050 9
(21) 315,710 3	(22) 182,675,760 5	(23) 158,296,842,389 6	(24) 692,674,472,422,622 8
(25) 298,467 3	(26) 1,664,738,803 5	(27) 149,435,467,034 6	(28) 781,854,163,843,391 8
(29) 265,434 3	(30) 1,453,492,205 5	(31) 127,798,719,253 6	(32) 972,956,753,633,603 8
(33) 208,905 3	(34) 1,284,336,254 5	(35) 96,321,737,608 6	(36) 1,054,946,739,131,504 8
(37) 193,775 3	(38) 1,079,599,097 5	(39) 106,465,585,020 6	(40) 1,145,818,659,770,188 8

Scientific Problems in Division, constructed by Ella Mills, Student, State Normal School, Whitewater, Wisconsin

Division Score:

Number of Facts, 440 Number of Errors, Number Correct,

Divide, writing the answers directly under each problem:

(1)	(2)	(3)	(4)
2)9,322	4)91,457,040	7)97,886,514,023,844	9)917,855,072,254,615,446
(5)	(6)	(7)	(8)
2)8,370	4)82,983,176	7)87,917,024,053,110	9)896,082,172,088,933,06
(9)	(10)	(11)	(12)
2)7,544	4)73,415,632	7)74,798,169,624,003	9)763,941,263,167,931,445
(13)	(14)	(15)	(16)
2)6,116	4)62,790,604	7)66,798,339,252,169	9)695,534,521,096,173,042
(17)	(18)	(19)	(20)
2)5,980	4)59,588,132	7)57,024,352,156,835	9)578,947,728,930,328,080
(21)	(22)	(23)	(24)
3)926,817	5)9,889,244,145	6)949,903,111,614	8)9,586,313,397,146,976
(25)	(26)	(27)	(28)
3)829,815	5)8,778,368,530	6)869,078,022,240	8)8,439,032,289,420,216
(29)	(30)	(31)	(32)
3)707,913	5)7,663,493,125	6)778,413,233,556	8)7,966,102,785,904,128
(33)	(34)	(35)	(36)
3)646,320	5)6,961,715,290	6)646,792,556,808	8)6,957,325,875,371,600
(37)	(38)	(39)	(40)
3)530,544	5)5,472,320,100	6)579,745,383,012	8)5,484,751,458,010,432



these ranks and re-rank, as follows:

1. **Rank on Accuracy.**—First, rank the contestants on each of the operation, addition, subtraction, multiplication, and division separately.

a. **Rank on Accuracy in Addition.**—Make a list showing the number of correct answers for each contestant. Rank these, first, second, third, etc., giving the one with the greatest number of correct answers, first place; the one with the next greatest number, second place, etc.

b. **Rank on Accuracy in Subtraction.**—Make a list showing the number of correct figures in the answers in subtraction for each contestant. Rank these, as explained above for addition.

c. **Rank on Accuracy in Multiplication.**—Make a list showing the number of correct answer figures in multiplication

for each contestant. Rank these as explained above.

d. **Rank on Accuracy in Division.**—Make a list showing the number of correct answer figures in division for each contestant. Rank these, as explained above.

Second, add the ranks on addition, subtraction, multiplication, and division, for each contestant, and rank these totals, giving the one with the smallest total first place on accuracy on the whole test, the one with the next smallest total, second place, etc.

2. **Rank on Speed.**—Rank all of the contestants in the order of time consumed, giving the one who completes the test in the shortest time, first place; the one who completes the test in the next shortest time, second place, and so on, for all of the contestants.

3. **Final Rank.**—Add the rank on accuracy to the rank on speed, for each contestant, and rank these totals. The one with the smallest total wins first place in the contest; the one with the next smallest total wins second place, etc.

Material Used in the Contests.—The problems used in the District and State Contests are prepared under the direction of Thomas T. Goff, Supervisor of Commercial Arithmetic, in the State Normal School, at Whitewater, Wisconsin. The test consists of scientific sets of problems in the four fundamental operations, similar to the scientific problems in addition, subtraction, multiplication, and division, given in the four previous issues of this magazine.

See pages 20 and 21 for problems used in 1922 State Contest.

Scores Made in the State Contest.—The following is the record of the 1922 State Contest, showing the scores and ranks on each of the four operations,

the rank on accuracy on the whole test, the time used by each contestant in solving the whole test, the rank on time, and the final rank of the contestant.

In case of a tie, the ranks were averaged; thus, if two contestants tied for third place, they were each given a rank of $3\frac{1}{2}$, the average of 3 and 4.

SCORES AND RANKS WISCONSIN STATE CONTEST IN RAPID CALCULATION—1922

Name	High School	Addition		Subtraction		Multiplication		Division		Total of Ranks on Accuracy	Rank on Accuracy	Time	Rank on Time	Total	Final Rank
		Score	Rank	Score	Rank	Score	Rank	Score	Rank						
Arthur Patrick	Whitewater Normal	44	2½	98	3½	434	8½	437	3	47½	4	26:02	2	6	1
Johanna Van Den Hoek	Waupun	41	14½	98	3½	435	6	432	8	62	9	27:38	4	13	2
Mariett DeGrott	Waupun	41	14½	100	9	430	17	426	18	58½	7½	29:35	8	15½	3
Harry Wetzak	Manitowoc	39	23	99	23½	436	4½	430	12½	63½	10	29:21	7	17	4
Hilda Matthews	Tomah	43	7	99	23½	434	8½	440	1	40	2	31:33	16	18	5
Joe Hermen	Madison	43	7	100	9	421	34	434	6	56	6	30:30	14½	19½	6
Raymond Marisch	Racine	39	23	100	9	429	20	423	22	74	14½	29:38	9	23½	7
Walter Staffeldt	Waukesha	37	32½	98	33½	429	20	438	2	88	22	26:40	3	25	8
Sam Chechik	Madison	38	29	99	23½	432	12	418	25	89½	26	25:10	1	27	9
Irene Piotter	Menasha	41	14½	100	9	431	14½	424	20½	58½	7½	33:30	21	28½	10
Opal Handrich	Manawa	42	11	100	9	424	32	411	28	80	17	30:18	12	29	11
Anna Kolterjahn	Oshkosh	44	2½	100	9	437	2½	406	30	44	3	35:17	27	30	12
Elizabeth Sturdy	Marinette	43	7	99	23½	434	8½	430	12½	51½	5	34:43	26	31	13
Esther Young	Marinette	43	7	100	9	431	14½	392	36	66½	12	33:10	20	32	14
Bessie Stimmetz	New Lisbon	44	2½	100	9	437	2½	420	23	37	1	38:45	33	34	15
Henry Ziff	Kenosha	40	18	99	23½	431	14½	429	15	71	13	34:02	23	36	16
Gladys Emery	Stoughton	40	18	99	23½	406	42½	413	27	111	32	28:20	5	37	17½
Marian Vandenberg	Whitewater City	28	41	100	9	433	11	398	33	94	27	29:43	10	37	17½
Walter Adrian	Menasha	40	18	99	23½	426	29½	427	17	88	22	31:47	17	39	19
Robert Coe	Whitewater Normal	39	23	100	9	412	40	428	16	88	22	33:02	19	41	20
Irene Knipp	Manitowoc	38	29	99	23½	431	14½	405	31	98	29	30:30	13½	42½	21
John Waitowski	Wausau	42	11	98	33½	426	29½	379	39	113	33	29:50	11	44	22
Evelyn Borchardt	Whitewater City	33	39	99	23½	416	38½	399	32	133	39	28:55	6	45	23
Harold Stahlkopf	Horicon	39	23	99	23½	426	29½	430	12½	88½	24½	34:22	24	48½	24
Beatrice Schultz	Green Bay	39	23	96	42½	434	8½	431	9½	83½	20	37:29	29	49	25
Ed. Alt	Algoma	41	14½	100	9	428	23½	407	29	76	16	39:05	35	51	26
Floyd Hoffmann	Oconto	37	32½	100	9	421	34	375	40	115½	36	30:45	15	51	26
Curtis Ellickson	Poynette	38	29	100	9	438	1	414	26	65	11	41:23	40	51	26
Harry Lamack	Racine	43	7	97	39½	427	26	431	9½	82	18	39:49	37	55	29
Freida Tralmer	Tomah	36	35	100	9	427	26	436	4	74	14½	43:10	42	56½	30
Silvera Clauss	Wauwatosa	36	35	100	9	429	20	425	19	83	19	41:00	39	58	31
Bernice Carnahan	Marshfield	32	40	98	33½	417	37	389	37	147½	41	32:02	18	58	32
Sigrid Rasmussen	Marshfield	24	42½	96	42½	428	23½	434	6	114½	35	34:30	25	60	33
Rubin Kuehl	New Holstein	42	11	100	9	436	4½	396	34	98½	30	37:34	30	60	33
Robert Tierney	Superior	38	29	98	33½	429	20	434	6	88½	24½	40:10	38	62½	35
Eva Rozik	Montello	44	2½	99	23½	416	38½	373	41	105½	31	38:20	32	63	36
Kozner Piechocki	Waukesha	35	37½	98	33½	408	41	381	38	150	42	33:39	22	64	37
Evelyn M. Kewin	New Lisbon	38	29	99	23½	427	26	393	35	113½	34	38:14	31	65	38
Otto Neumann	Oconto Falls	35	37½	97	39½	420	36	424	20½	133½	40	35:51	28	68	39
Aaron Hoffmann	Antigo	39	23	97	39½	429	20	430	12½	95	28	41:40	41	69	40
Marjorie Laughlin	Poynette	39	23	97	39½	421	34	419	24	120½	38	38:55	34	72	41
Melvin Weix	Antigo	24	42½	98	33½	406	42½	355	42	160½	43	39:25	36	79	42
Iva Krammes	Eau Claire	36	35	100	9	426	29½	352	43	116½	37	46:40	43	80	43

Who's Who Among Publishers

THE ARTHUR J. BARNES PUBLISHING CO. St. Louis, Mo.

Out of the publication of "Shorthand Lessons," an unpretentious little volume, in 1885, and the "Complete Typewriting Instructor," in 1890, grew a business which was incorporated in 1901 as The Arthur J. Barnes Publishing Company. Since the death in 1914 of Mr. Arthur J. Barnes, who began reporting in the St. Louis Courts in 1868, his wife, Mrs. Lovisa E. Bullard Barnes, author of the some twenty books published by the Company, has been its President.



MRS. LOVISA E. BULLARD BARNES

Mrs. Barnes is a graduate of the Elmira, N. Y. College, the first College to graduate women on the same basis as men. After graduation, she taught four years in Academies and four years in Elmira College; then coming to St. Louis, she taught two years in Mrs. Cuthbert's Seminary, then a fashionable school for young ladies. For many years she was the Principal of the Shorthand and Typewriting Departments of the Barnes Business College, for which her books were primarily written.

After passing through several editions and revisions, her Shorthand textbook issued as "Brief Course," in two editions, Benn Pitman and Graham. The appeal of this title, which she was the first to use, is remarkably borne out by the brief time in which its students thoroughly master the reporting style of these systems.

While Mrs. Barnes' home is now in Pasadena, she retains her interest in the Publishing Company and keeps in close touch with its activities, visiting St. Louis when necessary, and remaining for months while reviving the Typewriting Instructors. At present, she is very active in church and missionary circles, with Mr. and Mrs. Barnes in 1893, coming to St. Louis from the Fremont, Nebr., Normal School, where he was in charge of the Shorthand and Type-

writing Departments, and has been the Secretary-Manager of the Publishing Company continuously since a short time after its organization. He was practically the co-author of the Barnes Shorthand Dictionary and Phrase Book, for the plan and details of which he was largely responsible. He is also the author of "White's Exercises for Punctuating."

Mr. White is a nature lover, and hardly knows which is his principal hobby — gardening, birds, or astronomy. He has several times delivered a popular lantern lecture, "Our Heavenly Neighbors, Near and Remote."



MR. O. H. WHITE

A few years ago the office of the Company was moved from the Hicks (the world-renowned weather prophet) Building to the Howard Building, 709 Pine St., in the heart of the business section of the city.

PENNSYLVANIA PENMANSHIP CONFERENCE

A Penmanship Conference has been called by the penmanship department of the Pennsylvania State Educational Association to meet in Johnstown on May 11 and 12, 1923. The Johnstown public schools will at this time have their annual penmanship display, and this feature of the program will surely be very interesting to all who will attend. The conference will have a session on Saturday morning and an invitation is extended to all teachers and supervisors of writing.

"What are the Business Demands in Longhand Writing?"

Mr. David Barry, Cashier,
First Nat. Bank, Youngstown.
"Writing Measurements Throughout the Grades"

Miss Olive A. Mellon,
Super. of Writing, McKeesport.
"Qualifications of Teachers in Service"

Miss Emma Slusser,
Keystone State Normal School.
Other speakers include Mr. G. G. Hill,
Indiana State Normal School and
Margaret Lyons, Super. of Writing,
Easton.

MARSHALL

(Continued from page 18)
selves through selfishness. Some of them even carry it into their religion. Carlyle referred to them with fine scorn as "folk who give themselves wholly to saving their own dirty little souls." Some suggestions as to getting the character gymnasium going will be the subject of the next Meandering in this series.

Before the White Man Came

The occasional more or less sketchy articles I have contributed to these Meanderings relating to Indian life in this Klamath country, have brought me a number of letters of inquiry from people who ask me to tell them more about the lives and ways of this very interesting and unique group of original Americans. There has always been something peculiarly interesting about the American Indian. It is this that has maintained the popularity of Fennimore Cooper's rather turgid and bookish stories. It is what has made Hiawatha our most popular American poem. It is what has given to every normal American boy a vivid period when he longed above all else to be an "Injun fighter" like Kit Carson when he should grow up. It is what made Beadle's Dime Novels a boyhood classic and caused them to yield such a crop of home and schoolroom lickings to the urchins who dared fate by slipping off to the haymow to read them, or mayhap, concealing them between the pages of the geography. So it is that though there are no more wild Indians, and that most of them now wear mail-order clothes, live on canned goods, and even have telephones, they still have an appeal for most of us that is not shared by any other wild or tame race that I know of.

It is now a little more than two generations since our Klamath Indians saw their first white man. Only a few of them are left who remember the time. The average Indian hereabouts knows but little and cares still less about the old life. He has heard the old people talk about it more or less, but as their talk was of matters quite outside his own personal experience, he must be excused for failing to remember or even to care very much about what he has heard. For these reasons, they are rather averse to talking about the pre-white man days, and when they do, are apt to repair the defects of knowledge from the raw material of imagination. Many of them, also, take a certain humorous pleasure in "fooling the white man" with a lot of absurd yarns that have not the slightest basis in fact. I suspect that a lot of the silly "Indian legends" that have been purveyed by certain Indian story-writers, have this origin. For myself, I have learned not to swallow any of this stuff till I have first verified it by talks with other Indians.

However, a fairly accurate picture of the old Indian life may be had by combining reliable tradition with judicious inference. As the Klamaths have no traditions of migrations by their fore-

(Continued on page 24)

PUBLIC SCHOOL WRITING

(Continued from page 19)

pendium to a great advantage. Have Johnny trace with the blunt end of his pencil every letter and every word that he is going to write on paper. After a thorough board drill, followed by tracing work in the compendium, I have seen children write well formed words the first time they ever wrote with a pencil. To prove this statement I am asking the publishers of this magazine to give space to a cut showing the first words that one of our 2B children ever wrote. The child who wrote the words had been drilled thoroughly at the board and had traced his compendium copies many times. Let me make myself plain. The words that are presented here were not the words the child produced at the end of the lesson, but the first words that he ever wrote on paper in his life.

Let me say with emphasis that the supervisor or teacher who discards compendiums, and tries to teach children some other way is making a vital mistake. The child needs a copy before him, and the compendium presents a copy that is of the right size.

At the end of the second year well trained children are able to write all the small letters, all the capital letters, and many words. They can do this at the seat with wholearm movement. They should develop during the second year a good movement, a light touch, and good form. If children do this, it is a simple matter to make the transition from wholearm movement to forearm muscular movement when the child begins his third year in writing. As I want to discuss this matter fully in my next article, I shall not say more about it at this time.

I have an interesting side light to throw on this discussion. Be patient while I tell my story. Not many months ago an expert writing instructor from one of the provinces of Canada visited a number of cities in the northwestern part of the United States in order to determine what kind of movement should be taught to little

people. He came here with his eyes open and with an unprejudiced mind. He visited towns and cities where forearm movement was supposed to be taught from the cradle to the grave. He saw many children actually at work trying to master forearm muscular movement. He listened to the theories and the propaganda of our forearm movement "muscular movement" friends, but he was wise enough always to see, for himself, the practical application of the theories that were advanced. The Canadian gentleman knows a few other things besides writing. He teaches other subjects in a great normal school. He was not a man that could be easily deceived. While in the Northwest he had the opportunity of seeing other schools where wholearm movement is taught to children in the second grade. He saw upper grade work in these schools. He had every opportunity to compare the work of the advocates of the two kinds of movement for children. He went back home and wrote a system of his own for the province in which he lives; and the system which he wrote **stresses wholearm movement in grades one and two.** Was it Lincoln who said, "You can't fool all the people all of the time"?

Note: Any supervisor or teacher who wishes to see the size and quality of the writing done by the second grade children of this city can secure samples by enclosing a stamp with the request for such work.

MARSHALL

(Continued from page 23)

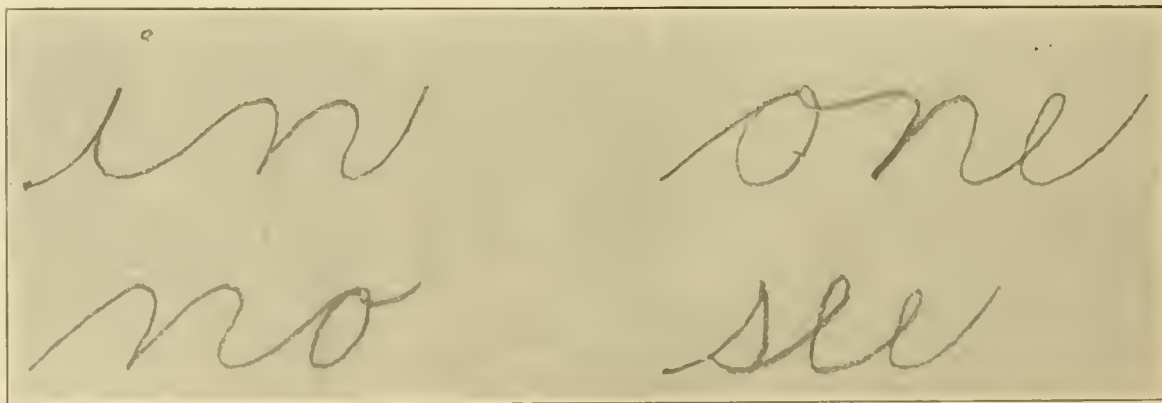
bears, it is probable that they have dealt in this region for many centuries, probably for at least a thousand years or more. Nor is there any clear indication, outside of certain vague physical and facial resemblances, that they are Mongolian in origin, as is held by some ethnologic theorists. The land they occupied did not lend itself to tribal enterprise or change of habitation. They huddled themselves together

along the precipitous gorge of the Klamath in little isolated villages, or "rancherias," wherever they could find a plot of ground level enough to accommodate their little shacks. As there was little excuse for fighting, and still less to be gained by it, wars with the neighboring tribes were practically unknown. Hence, there was little tribal solidarity and almost nothing in the way of authoritative government, a condition to delight the soul of your anarchist.

Industrially, the Klamath life could hardly have been more primitive. Owing to the almost complete absence of tillable soil, they had no agriculture, as had most of the other North American tribes. The only plant they attempted to cultivate was a weed used as a sort of tobacco, the seeds of which they sometimes planted in little spots of ground which they cleared by means of brush fires.

The struggle for existence among these people must have been keen and wit-sharpening, and the ways in which they managed to solve their problems of food, shelter and clothing are as wonderful as they are interesting. Sometimes, as I wander over these far-flung reaches of rocky bluff, tangled chaparral and sunless forest, I find myself wondering how I should fare, were I required to face the necessity of wresting an existence out of these ungenerous surroundings, and totally unaided by any of the devices of civilization. I am inclined to admit that in rather less than a week of it, I should give up the puzzle—also the ghost. But the Indian worked out the puzzle all right, and managed to supply himself with plenty of food, adequate clothing and fairly comfortable shelter. The more I see of the things he had to work with and the ingenuity with which he used them well, my hat is off to him, that is all.

In another meandering, I shall give further details of how the Indian "got by" in the matter of life necessities, and also found time to develop some very pretty and interesting arts as well.



These are the first words ever written with a pencil by William Hoff, McKinley School, Spokane, Wash. See the accompanying article by Mr. Arnold. Several other first specimens as good as this were sent us, but they were too light to reproduce.



Getting What You Want

By GEO. A. MEADOWS

Manager Draughton's Business College, San Antonio, Tex.

"You are the architect of your own career."

YOUR FUTURE is the most important thing in the world to you. What you **MAKE** it, depends largely on your **ambition** and **will-power**.

Ambition, according to Webster, may be defined as "Worthy eagerness to achieve something great and good." The reason so many people fail in life is because they lack this one element—**ambition**.

Ambition is largely a matter of **inspiration**. One's inspiration usually depends on his environment, associates, reading, etc.

Next in importance to ambition is **will-power**. The **will** has been referred to as "The soul itself exercising self-direction." Ambition won't get you very far unless you have the **will-power** to make it come true.

"A chain is no stronger than its weakest link." You may have the very best educational equipment, and possess all the other qualifications essential to success, but unless you have **will-power**

—unless you are a person of **strong determination**—your educational equipment and other good qualifications won't get you very far in this age of keen competition.

If you are a normal person, you can **develop your will-power**. It is simply a matter of **wanting to**. Aim high, if you would achieve success.

You certainly cannot hope to get very far up the Success-Ladder, unless you first thoroughly **prepare** yourself. Don't get the idea that you **know it all**. Listen to your superiors. Study **successful** people. Be a close observer. Don't neglect the little things.

Develop initiative. Learn to do things without being told. The reason so many people don't command a better salary is because of their lack of initiative and executive ability. A part of what might be earned by them has to be paid to someone else to **supervise** their work.

Develop personality. Be pleasant and sympathetic. Develop **poise—positive-ness**. Be neat in your personal appearance—in your dress. Frequently it is

personality that enables one of mediocre ability to secure a position over someone else whose technical training is far superior to his.

W. L. Weaver of Rowe Business College, Johnstown, Pennsylvania, recently sent us a number of specimens of penmanship from his schools, sixteen of which were up to the Business School Certificate Standard.

Lillian C. Olson, Supervisor of Penmanship, Public School of Bellaire, Ohio, recently submitted a large number of specimens written by pupils in Bellaire Schools, and 138 were awarded Zaner Method Grammar Grade Certificates.

J. D. Martin, teacher of penmanship in the Lakewood, Ohio, High School, has secured a total of fifty-one certificates for pupils in his classes within the last six months. This shows that penmanship is being given good attention in this school.

J. F. Epley, Head of the Department of Commerce, New Mexico State Teachers' College, Silver City, New Mexico, recently secured eleven certificates for pupils in his school.

Edward H. Wolfe of the Commercial Department of the Great Bend, Kansas, High School, has sent us certificate winning specimens from twenty-nine of his pupils since the first of January.

HELP MEN TO DO MORE WORK

That is the Secret of Business Success

By THE EDITOR (Second Article)

You students of bookkeeping and shorthand should be very much interested in the matter of helping others to do more work.

You will be employed because some man believes that you can help him to do more work.

If you are a bookkeeper, the figures you give him will help him to do more business in a given time.

This being true, it is important that you should know the principles of bookkeeping very thoroughly. If you can give your employer the figures he needs, you will be worth more to him than if you do not know what facts are important.

Everything you can learn about business will make you more valuable to your employer. Therefore read and study and observe, so that your worth may continually increase. You may be sure that as you become better able to help your employer do more work, he will be able to pay you a higher salary.

You shorthand students will be employed because you can help business men to do more work. With your help the business man can dispose in a few minutes of correspondence that would take him hours to write himself.

Your speed in both shorthand and typewriting has a very direct relation to your value to your employer. If you can write only sixty words a minute in shorthand and fifteen on the typewriter, you can't

save much time for anybody—and you won't be paid much. But if you can write a hundred and fifty words in shorthand and seventy-five on the typewriter you can save several hours a day for some busy man—and if you have average qualifications in other respects, you should be able to find some man whose time is worth several dollars an hour, glad to pay you well for saving his time.

The stenographer has other opportunities of helping her employer to do more work, too. If she realizes that the reason she has a job is because she can help her employer do more work, she will find many ways of helping. Letters will be looked up, information secured, inclosures put with letters, files kept in order, and many other things done every day in order that the business man may do more work. For the more work he does, the more money he will make—and the more work his stenographer helps him to do, the more he can afford to pay her.

Since this matter of helping each other to do more work is so close to the lives of each of us, and so necessary to our success, we should begin now to practice it. *Whenever you prepare yourself to help others to do more work, you are increasing your chances for success.*

Whenever you practice helping others to do more work, you are gaining the skill that is necessary for advancement in business.



The Ways and Means of Speech

By CARL MARSHALL

II

THE HISTORIC BASIS OF OUR ENGLISH SPEECH

The best authorities say that man probably lived on the earth for a good many thousands of years before he acquired anything that might properly be called language. And the tendency to social solidarity had produced a number of important and distinct races, with their subsequent civilizations fairly well started, before there was anywhere a written language. Oral speech, as shown in the preceding paper, had its origin in half articulate cries and verbal imitations of natural sounds. So written language had its beginnings in rude pictures and symbols scrawled on bones, stones, fragments of pottery, or the like. In time, these became conventionalized in more or less fixed characters, as seen in many of the word-signs of modern Chinese, but it was many centuries before alphabets were devised, probably by the Phoenicians and other trading peoples of the Mediterranean shores, and many more centuries before the use of these spread to other nations. Thus it was a dozen generations after Homer sang the imperishable measures of his Iliad that the Greeks, who already had a highly developed oral speech, borrowed one of these Mediterranean alphabets, and were thus enabled to put their growing culture into visible form.

Far back in the vistas of time, the great continent of Eurasia was divided, the north from the south, by a series of wide-reaching seas of which the Caspian, the Black and the Mediterranean are the modern remnants. To the north of these seas ranged a group of peoples called Aryans. They were of the Caucasian race, fair of hair and skin, fierce of spirit, and boldly enterprising in war and conquest. It was from the tongue spoken by these ancient peoples that Russian, Greek, Latin, German and the other languages of modern Europe were derived. South of these groups of Aryans, and widely separated from them by the mid-continental seas, dwelt another and very dissimilar dark-skinned group of men called Semites. Among these another primary tongue developed, called Semitic. It included, in its variations, the ancient Hebrew, Assyrian, Arabic and Phoenician. These two primitive language stocks differed widely both as to their word-forms and their grammars. Both came to a high development with the passing centuries, but, as before stated, the Semites were the first to devise non-symbolic alphabets, one of which was later borrowed by the Aryans.

Our modern English speech differs from all other Aryan tongues in at least three important particulars: (1) in a vocabulary that has been compounded

from some half-dozen other tongues; (2) in the unsurpassed simplicity of its grammar; (3) in the great changes it has undergone in comparatively a few generations.

The composite character of English is readily explained by the historical vicissitudes of the people that speak it. For ten centuries or more the Britons, Kelts and Gaels of the British Isles were the victims of a host of invading and predatory peoples. The Roman, the German, the Norseman and the Gaul all had their turn at them. So fierce and persistent were these attacks that in part of England, or Ancient Britain, the people came to virtual extermination. Each set of conquerors brought to the Islands a different speech, which not only varied the vocabulary of the people, but added immensely to its volume. Also it enriched the common tongue with an immense number of slightly variant synonyms, that have been of priceless value to the art side of our literature, and more especially, of our poetry.

The admixture of the several tongues out of which modern English has grown also necessitated the elimination of the turgid and complicated grammar schemes that burden the Latin, the German and the French. The people might adopt and assimilate the foreign words brought to them by their conquerors, but had to draw the line at the invader's grammar. So it came about that they managed for the most part to get along without grammar. This turned out to be not only of the greatest advantage to them educationally, but added greatly to the beauty and flexibility of their literature. In a subsequent paper, this point will receive fuller attention.

If we had no history of the various invasions of England, we could trace these with comparative accuracy thru the language alone. Every conquest left its durable mark in the speech of the people. The first of these was that of the Romans under Caesar just before the beginning of the Christian era. This conquest, though lasting nominally for several centuries, had little effect upon the language of the people, for the reason that the conquest was military and official only. The Romans exacted tribute, built roads and bridges, and introduced improvements in agriculture and industry, but made little attempt to disturb the social status of the country, as did the German Saxons a little later on. There still survives in the language a few place names and other vocables that are attributed to the Romans, which words outlived the Saxon conquest, but these are few.

It was left for the Saxon invasion, which was not a mere military conquest but an overrunning of one people by another, to lay the ground-sills of our

modern English in British soil. It is through the Saxons that our every-day speech, our real "mother tongue," is virtually Germanic. This is seen in such words as father, mother, water, bread, have, was, were, with, and hundreds of others that differ very little from the modern German. As the Saxons destroyed rather than assimilated the ancient Britons, hardly a remnant of their Keltic speech is left us beyond a few words that have been absorbed from the Irish, Welsh and other neighboring Kelts who happily escaped obliteration by the relentless Saxons.

But even though the Keltic influence failed to reach the language of the invaders, there is no doubt that this influence considerably modified the invaders themselves. Professor Brander Matthews in his "Parts of Speech" brings out this point in the following striking passage:

"No doubt this (Saxon) dispossession was ruthless; but was it complete? The newcomers took the land for their own, and meant to kill out all the original owners; but was this possible? The country was rough and thickly wooded and abounded in nooks and corners where a family might hide itself. Moreover, what is more likely than that the invader should often spare a woman and take her to wife? For centuries the English kept spreading themselves and pushing back the Britons; but in the long war there were truces now and then, and what is more likely than an incessant mingling of blood all along the border as it was slowly driven forward?"

So, if the English language has in it little of the imaginative and poetic Keltic, the English people have, and if our natures are less German than our language, we may have these ancient Britons to thank for it.

In the year 1066 England was invaded and the English were effectually conquered by the Normans, a people of northern France. Like the English these Normans were of Germanic or Nordic extraction, and like the English also, they had been affected racially by the Keltic population of Normandy whom their ancestors had conquered centuries before. The Normans spoke French, and this tongue was at once made the court and official language of England. But the English persistently clung to their own language, and except at court and in the narrow confines of polite society, the French tongue made little headway. Although from that time on England continued to be governed by the Norman kings and the Norman aristocracy, English remained the basal speech, and in a few centuries was adopted by the conquerors themselves. But through the Norman influence the language was enriched by the addition of a large element of new and pleasing terms which had a marked effect in refining and beautifying the current literature.

The process of assimilating new and needed material from other tongues has gone on ever since, and to a degree unheard of in any other modern lan-



LEARNING TO DICTATE

A Series of Lessons in Dictating Business Letters, for Men and Women who Expect to be Important Enough to Have a Stenographer

Instructions from a series of "Better Letter Bulletins"
Published by Thos. A. Edison, Inc. Exercises by the Editor

SOUND THE NOTE OF SERVICE

By Edward Hall Gardner

Professor, University of Wisconsin.
Author of "Effective Business Letters"

(By permission of Thos. A. Edison, Inc.,
Orange, N. J.)

"I always like to trade with that house," remarked a country retailer. "They make you feel that they appreciate your business, and that they'll do you a good turn when they can."

The president of the house was pleased when I told him that story. "If we get that reputation," he said, "we have to work for it. For instance, we take great pains with our catalog, to put in just a little service material all the way through. It doesn't add more than one per cent. to the bulk of the catalog, because we believe in using our space to sell goods, first, last, and all the time. The values we give are the real service to our customers. But we spend a lot of pains in so presenting the goods that the customer cannot miss our careful thought for his interests."

This house carries that principle into the letters it writes. Some time ago it reorganized its correspondence on the belief that each letter could be made much shorter by discarding outworn expressions and properly organizing the subject matter. It decided also, that every letter, where it was natural to do so, should include some statement showing eagerness to be of service.

"We write a great many letters," explained the president, "simply to make sure that our customers understand and are satisfied with what has been done in their case. We consider it logical, therefore, to get some element of that kind into each letter we write."

"It is very easy for the little fellow to look at the big fellow as soulless and selfish. If we make a mistake—and in spite of our efforts we do make mistakes—he feels privileged to get twice as angry as he needs to be. If he makes a mistake, it is very easy for him to refuse to admit it."

After the reorganization, the adjustment department—to give one illustration—took account of stock and found that about half its letters each day were handled in from three to ten lines. Rarely did the "service sentence" occupy more than a line and a half. But the department reported less friction and easier adjustments than ever in its history.

(As short as possible)

Your telegram of April 16 received. We have instructed our factory to cancel your order for 1 only Steel Range No. G-6587.

* * *

In reply to yours of April 12 claiming defect in one of our 30x3 smooth Casings, would say if you will return at once, charges prepaid, stating type, serial number, and the miles it has driven, we will turn same over to our adjuster and inform you the result of his examination.

Every case that goes through the machinery of your house involves a certain amount of friction. Well, try

putting just a drop of oil into the bearings for each case. Don't leave it to the reader to imagine that you will be prompt in service—say so in your letter.

Letters to Write

Let these people know that you are trying to serve them, and eager to do it.

"We are returning a typewriter ribbon from the last lot. You will see that the edge is rough so that it will not go smoothly through the machine. Please send a perfect one."

"Can you give me the name of a man in your city who mends broken dolls? My little girl's doll is broken and I would like to have it mended." You make inquiry and learn the name of such a man David Brown, 100 Front Street.

"Send me a catalogue of plumbers' supplies." That is your line of business.

"Cancel my order for a road grading machine. We have heard of another machine which doesn't cost so much, and we want to investigate it before buying." You feel that you have a valid contract, but prefer to "sell" the customer on the merits of your machine.

"The pen knife you sent me is rusty and dull. What will you do about it?"

(Sounding the note of service)

Your telegram of April 16, cancelling your order for one steel range No. G-6587 has been passed to our factory, and you may be sure they will comply with your request, unless the shipment has already gone forward. We will let you know just what was done as soon as we hear from them.

* * *

We are very sorry to learn from your letter of April 12 that you have had trouble with one of our 30x3 smooth Casings. Please return it at once, charges prepaid, and we will have it carefully looked over by our adjuster.

When returning it, if you will state the type, serial number, and the number of miles it has been driven, we shall be able to make a more satisfactory adjustment.

William G. Aument

William G. Aument

MARSHALL

(Continued from Preceding Page)
guage. We have acquired scientific precision from the Latin and Greek, musical and art terms from the Spanish, French and Italian, and the mystic terms of folk lore from the Norse and the Gaelic. The net result of all this has been to make English easily the most facile and efficient form of speech known to the modern world. It is now the language of commerce and literature and world communication for more than one-half of the civilized peoples of

the globe. The mastery of such a language, in itself, comprises a liberal education. As a means of broadening culture, its study is likely to yield more profit than any other one thing within the range of the human mind.

DIPLOMA LETTERING

By S. E. Leslie, 3701 Euclid Avenue,
Cleveland, Ohio

Frequently the penman is called upon to put the names in diplomas or certificates at a very moderate price. This may be done if a style is used similar

to one of those given herewith. In the first example, dashy, ornamental capitals are combined with a semi-accurate engraver's script. From ten to fifteen cents each should be charged for this style.

In the second example a semi-ornamental style is used. One can write this style very rapidly and at a price ranging from 3 to 5 cents each make just as much per hour as lettering names in Old English at 50c each.

I shall be glad to criticize work if return postage is enclosed.

20th Century Bookkeeping^{AND} Accounting

Eastern Commercial Teachers' Association Silver Jubilee Convention

Providence,
R. I.
Mar. 29, 30
31, 1923

OFFICERS 1923-1924

President, Carlos B. Ellis, High School of Commerce, Springfield, Mass.
Vice President—I. L. Lindebury, Burdett College, Boston, Mass.
Secretary, Frank Tibbets, Dickinson High School, Jersey City, N. J.
Treasurer, Arnold M. Lloyd, Banks College, Philadelphia, Pa.

F. B. Moore, President of the E. C. T. A., in his annual address called attention to the field for commercial education, and mentioned some facts which in his opinion are detrimental to young people and, therefore, to commercial schools.

Referring to the opportunities of the private commercial school, Mr. Moore referred to the classes taught in 1824 in New York City by James Gordon Bennett, and quoted as follows from his opening announcement:

"I intend opening in ANN near NASSAU STREET, an English Classical and Mathematical school for the instruction of Young Gentlemen intended for mercantile pursuits.

"Instruction will be given in the following branches: READING, ELOCUTION, ARITHMETIC, ALGEBRA, ASTRONOMY, HISTORY, PENMANSHIP, and GEOGRAPHY; MORAL PHILOSOPHY, COMMERCIAL LAW, POLITICAL ECONOMY; ENGLISH GRAMMAR and COMPOSITION, and also if required, FRENCH AND SPANISH LANGUAGE BY NATIVES OF THESE COUNTRIES.

"BOOKKEEPING AND MERCHANTS ACCOUNTS WILL BE TAUGHT IN THE MOST APPROVED AND SCIENTIFIC FORMS.

"This school will be conducted in all its personal branches according to the inductive method of instruction, particularly so in ARITHMETIC, GEOGRAPHY and ENGLISH GRAMMAR."

"After almost one hundred years of development," said Mr. Moore, "I am wondering if every proprietor of a private commercial school should compare his present day announcement of these subjects with the curriculum followed in this, the first commercial school established in this country, whether his present-day courses would measure up to the course in this other school.

"There is one thing I wish I could know more about, and that is whether or not J. Gordon Bennett took upon himself to say that the courses he had

to offer could be completed in six months; whether or not positions were guaranteed, or whether he spoke with disfavor of those institutions offering the higher and cultural courses which have so much to do with cultivating an appreciation of the nobler and better things of life.

"When measured by this standard set by the old pioneers in commercial education I sometimes wonder if we have not retrograded rather than advanced and elevated our standards. I do not find, at any rate, that these pioneers ever offered to provide this kind of instruction to unqualified, immature children as has long seemed to be the custom in both the private and public schools of today.

"Hundreds of young men and women who, for various reasons, have been compelled to leave school, frequently as early as the fifth or sixth grades, have found in commercial subjects an instrument for Rescue Work, which have proven invaluable, and the chief cornerstone in their educational structure, but to utilize these subjects as a substitute training, and to attribute to them educational values which they do not possess, as has now become the practice in many of our public schools, is, in my opinion, a very serious mistake.

"What our country needs today more than anything else is not better artisans, mechanics, bookkeepers and business men half so much as it needs better and more intelligent citizens; and unless education is to include mathematics to develop reasoning powers, English, History, Civics, and some knowledge of Literature, Art and Sciences, the future citizenship of the country will be of very low grade, the standard of our public and High Schools lowered.

"Many of our private schools are now complaining that so many of the students who have taken this conglomerate type of education are found to be so lamentably deficient in their common school subjects, it is taking so much time to remedy their defects in foundation work, that there is little time left for the teaching of the technical type of education in which the private school provides instruction.

"Enthusiastic as we are over the commercial type of training we give, believing as we do that no other kind of education has proven to be a greater blessing than that in which we are engaged, we should no more accept commercial training as an education complete for the children at large, than

we would accept it for our own Sons and Daughters."

In his talk before the Business School Managers' Association Mr. Moore developed his thought of the work of the private school still further. Some of the points made were as follows:

"There is, however, an urgent need for owners and managers of private commercial schools to look beyond their own institutions to the great educational problems and study the rapid change now going on in our system of education which is bound to effect the private commercial school either adversely or favorably.

"Just as a nation without vision may perish, so the private commercial school without vision—without making a study of educational conditions beyond the confines of its own school room—will face a decreasing attendance.

"The private commercial school which limits itself to the traditional commercial courses is finding itself supplanted by the public school.

"There is, however, an urgent need in the business world for commercial training which shall be supplementary to the usual high school work. To meet this need we must offer courses sufficiently advanced to attract graduates of high schools. There is no reason, in my mind, why the private commercial school should not develop courses of a semi-collegiate character and train its students not only to do effective work himself but get him some ability to organize and direct others instead of being so helpless as to need others to direct him.

"The most important question for private commercial schools, in my opinion, is the question of policy, of courses of study and of standards for graduation. I am convinced that to survive the private commercial school must get on higher ground. There are each year thousands of high school graduates who will not enter college. Therefore, instead of offering courses to appeal to flunkers and undergraduates why should we not plan collegiate courses which will make an appeal to graduates of high schools?

"Many young men and women are denied admission to college because their decision to go to college is reached too late to permit the kind of high school course required of those who expect to take college entrance examinations. Their ability may be equal to that of their fellow-students whose earlier decision made possible that choice of subjects prescribed by the college entrance board. Nevertheless, they are barred, not because they have done poor work, but because they have failed to take certain required subjects.

"The need of the business world today is for men who can direct others.

"No other kind of educational institution
(Continued on 6th following page)



A Little of Everything

By CHARLES T. CRAGIN
Holyoke, Mass.

IN THE SERVICE OF UNCLE SAM

The parentage of Anthony Gerard was a bit peculiar. His father left France at about twenty, soon after the Franco-Prussian War of 1870. The youth, educated at the Sorbonne of Paris along scientific lines, came to America, and after a few years of desperately hard struggle, caught on with the new science of electricity, just beginning to be developed by that odd wizard, Thomas A. Edison. The young Frenchman was intensely American in spirit and soon became a citizen of our great Republic. Then, he met Signora Adaline Vittorai, a young singer in the Metropolitan Opera Company. She was a young woman of beauty, refinement, and education, her father a Professor of Italian in Columbia. It was a bad case of love on both sides, with the impetuosity of the French and the fire and passion of the Italian, and it didn't take long before the priest had a job, and later came Anthony, and you can see how easy it was for Anthony with an educated French father and a cultured Italian mother, and going to American public schools, to become perfectly familiar with three languages.

They talked the matter over at home, and it was pretty much decided that Anthony should go to Harvard, where he thought the language department was superior to that of the other universities. He intended to take up German, Spanish, and the modern languages of Europe. But, there came a sudden change in the plans of the Gerard family.

They wanted Edison, or the Edison Company, to send an expert electrician to St. Petersburg and Moscow to introduce electricity in some of the great public buildings of Czar Nicholas, and after that this same man was to go to Berlin, where Professor Einstein was figuring out his sixth dimensions and relativity in his little scientific tower for Kaiser Bill, "The All Highest" at that time.

Adaline, wife of Philip, said that her heart would go completely to smash if she were separate from Philip two or three years, which would be the probable time of his absence, for while the Russian job was not expected to last long, Philip was going to work with Count Zeppelin on the great air craft, which supposedly were being made for commercial purposes, really with the amiable design of destroying Paris first, and then London, if the blasted Britishers dared to mix in when Der Tag came. And they decided that instead of sending young Anthony to Harvard they'd send him over to Old Heidelberg or one of the great German Universities and let him take up the study of languages there, after spending a year or so with his father and

mother in Moscow and St. Petersburg.

The German universities were fine and the boy at seventeen was ready to enter at Alt Heidelberg. He learned to speak German just as well as the German boys, and passed three very pleasant years in the jovial beer drinking, sword fighting, old university, where young Germans of the better class fought duels with wooden swords and slashed each other's faces valiantly.

He was twenty years old, Anthony Gerard, when the sudden death of his father in an accident with one of the great Zeppelins sent him and his widowed mother back to America in the year 1913, less than a year in advance of that fatal day when a young, half crazed student shot down the Archduke Ferdinand and his wife in the streets of the city of Belgrade in old Serbia, and set fire to a train that enveloped the world in a flame of horror.

Philip Gerard was insured for twenty-five thousand dollars, and the company paid it promptly, but there were quite a few debts outstanding. The family had lived right up to its income. Philip was only forty-five when he met his tragic death, and he had not accumulated any money, so it required pretty close watching to make the twenty-five thousand life insurance, after the debts had been paid, leave an income to keep the well nigh broken hearted widow in comfort. So the boy at once began to look for something to do.

Anthony went to see the manager of the great electric company, which had employed his father, for everybody liked Philip Gerard, gallant adventurer, ready to share his last dollar with a friend and always willing to help out in time of trouble, and the manager said, "Anthony, my boy, you have got a rather peculiar preparation for life. You've got a good education, but it's been gathered in a piece-meal style, beginning with our city schools in New York and then jumping to the German universities, and you really haven't got much of anything except a rather unusual collection of languages, for I presume you speak English, French, Italian, and German."

"Oh, yes," said Anthony, "and I don't stop there, for in my three years at the German Universities and in Russia I met many Polish, Hungarian, and Russian scholars, and I picked up a pretty good speaking knowledge of their languages. I couldn't speak good Polish, or Russian or Hungarian, but I could understand it all right and I could make myself understood in any of these languages, and I can read and speak Spanish, and I am perfectly at home with the Yids down on the East Side."

"I'll tell you what you had better do, Anthony. You want to use these languages and there certainly must be an

opening in the great exporting houses of this city for a young fellow who knows nearly all the languages of modern Europe where we are selling millions and millions of dollars worth, and buying millions and millions more. Go into one of the great business colleges, take a year there, learn shorthand, and something about business, and with that year's knowledge and your languages you'd be a mighty valuable young fellow for some of these big export and import houses, or if they don't want you, we'll want you here. We're putting electricity all over the world."

"I'm sure you are right," said Anthony. "I'll speak to mother about it and I guess a year in business college won't hurt me." And it didn't. In the best business college in New York, so far as he could judge, Anthony took up the study of stenography and book-keeping, and in less than a year he could take dictation at a hundred words a minute or more in English, Spanish, French, German, Italian, and then

Opportunity knocked at his door.

Opportunity Knocks

The telephone bell rang sharply in the private office of Mr. Edward Bryant, superintendent and general manager of the big school where Anthony Gerard was a student.

"Hello! Lieutenant Riley speaking from Mulberry St. Police Headquarters. Is Mr. Bryant there this morning?"

"Yes, just a moment; hold the 'phone while I call him."

A moment later Edward Bryant, forty years old, or thereabouts, came into the office and took the transmitter.

"Hello! Bryant talking."

"This is Riley, Police Headquarters. Say Ed, have you got some boys up there at your place who can take shorthand in Italian, German, Polish, or Russian? I mean young men that know enough for us to use them on a private job, and keep their mouths shut? I can get professional stenographers, but I don't seem to hit anybody that is sure-fire on these languages and I know you have all kinds of nationalities coming there, and I thought perhaps you might have two or three fellows that I could use on this job."

"Why, yes, I've got one fellow here—that's a wonder in any of these languages you mention and a half dozen more I guess in a pinch."

"Is he close-mouthed enough so we can use him on a confidential government job. not have him spill the beans to those blank reporters, who are crazy to get everything, and after they get it, mix it all up, and spoil it for us?"

"Why, yes I reckon so. Come and see the boy or I'll send him down to you."

"I guess I'd better come up there. This is something that's got to be kept strictly on the quiet and strangers had better not be seen around Mulberry Street. This is a third degree case with an interpreter answering for the



German, the Yid, the Polish, and the Dago."

"Well, the boy's here this morning, and I'll hold him till you get here. How long will you be?"

"I'll be up there in three shakes of a lamb's tail. The old gas wagon is waiting at the door and there is no speed limit."

In fifteen minutes Lieut. Pat Riley, a sandy haired, keen eyed Irishman, stepped into the office of the business college and there he met the Superintendent, Edward Bryant, and a moment later was introduced to Anthony Gerard.

"Now, I may as well lay the cards on the table," said Officer Pat. "You've got to know what's what. The steamer 'Mauretania' was just ready to hoist her anchors yesterday, and the last loads of coal were being dumped into her engine rooms when somebody noticed a queer look about one of the big black blocks of bituminous that was being shoved down the coal chute. They pulled it out for examination and they found that block of coal was loaded with enough high explosives to blow the engine room of the 'Mauretania' to bits. There was a nice little clock work arrangement that would send it off in about 24 hours, and a mysterious explosion at sea with a big loss of lives would be the result. You can bet your boots they didn't hoist the anchors of the Mauretania but they went over her coal cargo and they found a half dozen of these queer blocks of bituminous, all heavily loaded with T. N. T., a new explosive that makes dynamite a harmless plaything for children. Now, the U. S. Secret Service got hold of it right away and we yanked in everybody that had anything to do with the coal and we've got them down in Mulberry Street now."

"Well, what do you want of this boy of mine?"

"I'll tell you what I want if he knows enough to do it. He is not a kid, must be twenty."

"I will be twenty-one next month," said Anthony Gerard, "and I am not so stupid as I look. What is it that I can do?"

"Well, I'll tell you. The Secret Service men are going to examine these fellows. They are going to give them the third degree and we take down whatever they say in shorthand but there's German or two, there's a Polish, there's a Wop in the bunch and I don't know but a Yid. Now, we have to ask them questions through an interpreter and the interpreter gives us their answers. We don't know whether he really asks them the questions that are put or whether they give him the answers that he says they do. We've got to take his word for that. Now, if we had a stenographer that really knew what they were talking about, we would put that fellow in somewhere where the interpreter and the witness, neither one of them would know anything about it and let him take what really was said, both by the interpreter and the witness, see?"

"Yes, I see," said Mr. Edward Bryant, "but it is going to be some job to

find that kind of a stenographer."

"I don't expect to find him," said the Lieutenant, "but if I get one or two men that can take the real questions that are asked of the Germans whom we suspect more than anybody else, that would help out a lot. You see, the Mauretania and all the rest of the Cunard boats are British boats that belong to the English navy and they are carrying over munitions and war provisions, shell cases, and a lot of other things that the allies want on the other side. Of course, we depend a good deal on our interpreters. They have been with us a long time but pretty much everybody has his price, and I tell you the Germans are spending money here like water. Look how they blew up the machine works at Altoona last week where they were making empty shells, and you can't pick up a paper without finding an explosion or a bridge blown up or a ship out of commission. What do you think? Could your boy do what I want?"

"Ask him," said Mr. Bryant.

"How about it?" said Lieut. Riley, turning sharply on Anthony Gerard. The boy had the stooped appearance of the student who burns the midnight oil, but his eyes sparkled with excitement as he thought of the strange new role assigned to him in the drama of war just unfolding, and he said: "If you put me where I can hear, and where no one will see me, I think I can take any language of modern Europe. I will get you a good shorthand report of what is really said, if it is German, or Italian, or Yid, but if it is any of those Balkan languages I will have to guess at some of it. But I won't miss the drift of what they say."

"Well, young fellow, if you can do that, it is going to be worth an even hundred dollars for two or three hours' work."

"I can use the money," said Anthony Gerard. "Where will I meet you?"

"You will be yanked in for obstructing traffic somewhere down around Union Square and you will be taken

to Mulberry Street and we will fix you up a coop, where you can hear even if you cannot see, and you will not be seen at all. Report at Union Square near the subway entrance at 6:30 tonight and you will see what you will see. Wear this little button on your coat lapel."

The half past six chime on the Madison Square Garden clock had just struck when two police officers roughly grabbed Anthony Gerard, hustled him into a taxi and headed for Mulberry Street. Two hours later, with a notebook and the half dozen well sharpened stenographer's pencils, Anthony Gerard was listening to the third degree, administered to five men. Two of them Germans, one an Italian, one an East Side Jew, and the fifth evidently a Polander or a Russian. They were men who had to do with the loading of coal on the steamer Mauritania.

No great result seemed to come from the investigation; the men were apparently strangers to one another. The coal had come in from the mines of Pennsylvania only a few days previous. It has been purchased by the agent of the Mauritania for instant delivery and had been hurried on board with these men in charge. The German who spoke English was a selling agent of the coal firm in Hoboken. The other German had to do with the loading of coal and the Italian and the Polander

FINE LOCATION FOR BUSINESS COLLEGE IN WATERLOO, IOWA

We can furnish 8000 to 13000 ft. space 5th floor Suffern Bldg. in the very heart of Waterloo. This is some town in the Wonderful North-west. Will help finance college. Write us.

SUFFERN TRUST COMPANY
Suffern Bldg. Waterloo, Ia.

Experienced Commercial Teacher

Graduate of La Salle Higher Accountancy Course is open for engagement as manager or head of commercial department. Address, EXPERIENCED, care Business Educator, Columbus, Ohio.

Better Teachers—Better Positions Better Salaries

Six weeks Summer School for Commercial Teachers conducted by the Bowling Green Business University begins June 26 and closes August 4. Crowded with the best experts can give. Methods, intensive class work, inspiration, entertainment and outings. An opportunity for credits and a good position. Accredited by University of Kentucky. Address:

Bowling Green Business University, Bowling Green, Kentucky
NEAR GREAT MAMMOTH CAVE

Founded 1865



Owned and occupied exclusively by Rider College

Summer School for Commercial Teachers

Advanced work for teachers in Commercial subjects under widely known instructors. Elementary work for beginners in Commercial Teaching. Authorized by State Board of Education to grant B. S. C. and B. Acct. Degrees. Living conditions ideal. New York, Philadelphia, Princeton, Atlantic City and other noted Jersey Coast resorts within a short radius. Study in the most beautiful building of its kind in America. Make your vacation pleasant and profitable.

Attend Rider College. Send for Summer School Bulletin.

RIDER COLLEGE

TRENTON, N. J.



were bosses of longshoremen, whose business it was to store away such coal. The third degree was long, but they really had not much against these men and it was not until midnight that the long grilling examination ceased and Anthony Gerard was pulled out from the cubby hole where, reeking with sweat, he had for four hours been taking down in German, English, Italian, and a Patois, which he understood fairly well of Polish, Russian, German and Yiddish.

"Now, my son," said Lieutenant Pat Riley, "how long is it going to take you to get that stuff in shape or did you get it at all?"

"Of course I got it. They didn't talk very fast. It was no trouble to take it and I will give you a report by noon of today." It was past midnight and there were over forty pages of notes to be transcribed.

When the two reports, that of the official reporter, taken in English as the questions were asked by the United States Secret Service man and answered in the same language, by the court interpreter and that taken by Anthony Gerard in the real language in which it was asked and transcribed by him into English, were compared, the hair on the heads of Lieutenant Pat Riley and the Secret Service men almost stood up straight. They were at the mercy of the interpreter and the interpreter asked such questions as he wanted, and answered them the way he wanted them answered.

In the various languages, German, Italian, Polish and Yiddish there was a startling difference in the two reports. It was Anthony's word against that of the interpreter but Anthony convinced the officers that he knew what he was talking about by speaking with men of all nationalities summoned to prove his work, and the result was that the court interpreter was put under arrest by the U. S. Government and four out of the five witnesses were held for further examination.

I don't think anybody was punished, for it was difficult to prove, in spite of the evidence of crooked work, that the explosives were put on there with the knowledge or aid of these people, but two of them left this country for the country's good as undesirable citizens and the government inspector said to Anthony Gerard, "How would you like to enter the service of our Uncle Sam? We can use a young fellow like you in the Secret Service, and while the old man doesn't pay so much as he ought the work is fascinating if you have got any of the Sherlock Holmes spirit, and we are entering into a period that is going to see some queer things. We are dead sure to get mixed up in this European mess before it is over, I think, though I may be mistaken. Think the matter over and if you want to come in I will get you a job at Washington," and so it came to pass that about six months later Anthony Gerard entered the United States Secret Service at a salary of \$1800 a year and expenses.

You will hear more about the adventures of Anthony Gerard in later numbers of the Business Educator.

Teachers Wanted

Penmanship or Commercial, Fine Salaries.

NATIONAL TEACHERS AGENCY,
Philadelphia, Pa.

Pittsburgh, Pa. Indianapolis, Ind. Syracuse, N. Y. Northampton, Mass.

WE SPECIALIZE in placing Commercial and Penmanship Teachers. Send your application in now. Registration FREE.

The Commercial Service Agency,
P. O. B. 618 ST. LOUIS, MO.



Train for Commercial Teaching At the Rochester Business Institute.

and get the benefit of the highest standards of Commercial Teacher Training in this country. Here you will find instructors who understand the problems of Commercial teachers in both high schools and private business schools. We recommend and place all graduates. A postal card request will bring you our Bulletin and Circulars.

ROCHESTER BUSINESS INSTITUTE, Rochester, N. Y.

WE PLACE YOU IN THE BETTER POSITIONS

OUR REPUTATION IS NATIONAL
OUR SERVICE UNEXCELLED

FREE REGISTRATION

to normal and college graduates. WRITE US NOW for enrollment blank and booklet, "How to Apply" with Laws of Certification.

BRANCH OFFICES:

ROCKY MOUNTAIN TEACHERS' AGENCY
410 U.S. NAT. BANK BLDG. DENVER, COLO.
WM. RUFFER, PH. D. MANAGER

Portland, Ore. Minneapolis, Minn. Kansas City, Mo.
N.W. Bank Bldg. Lumber Exchange Rialto Bldg.

ALBERT Teachers' Agency

25 E. Jackson Blvd., Chicago

38TH YEAR

Teachers of *Shorthand, Bookkeeping, Accounting, Salesmanship* wanted for positions in best schools. Vacancies now coming in. Send for booklet "Teaching as a Business." Other Offices:—
437 Fifth Ave., New York Symes Building, Denver Peyton Building, Spokane

POSITIONS FOR TEACHERS— BUSINESS COLLEGES FOR SALE

Splendid salaries, choice positions, beginning and experienced teachers wanted. Write for free literature; state qualifications briefly. Money making business colleges for sale. Write for particulars—no charge.

Address M. S. COLE, Secretary,

CO-OPERATIVE INSTRUCTORS' ASSOCIATION, 41 Cole Bldg., MARION, IND

We Need More Well Qualified Commercial Teachers

The demand on us for commercial department heads and instructors is increasing daily. Each mail brings requests for recommendations for attractive vacancies in the commercial departments of high schools, normal schools, colleges and private schools. These positions come from all parts of the United States. Enroll with us now and get a chance at the best positions offered.

CONTINENTAL TEACHERS' AGENCY
BOWLING GREEN KENTUCKY

POSITIONS OPEN



BUSINESS COLLEGES: Head Business Department, \$1800-\$2500; Business teacher, \$1800-\$2500; assistant, \$2000-\$2400; Gregg Shorthand, \$2400. HIGH SCHOOLS and COLLEGES: Head Department, H. S., \$2400-\$3000; Commerce, \$2000; Head Dept., College, \$2500; Accountancy, State Normal, \$2000-\$2500; Accountancy, Law, Etc. \$3000-\$5000. Many other openings in practically all States. Let us put you in just the place you desire. Ask for details—NOW

THE SPECIALISTS' EDUCATIONAL BUREAU
ROBERT A. GRANT, President, ODEON BLDG., ST. LOUIS, MO.

SALESMANSHIP

Helps for Teachers and Students

By M. N. BUNKER

President, The Peoples College, Ft. Scott, Kansas

GETTING A JOB

What do you want to sell?

This question is a great deal more important than any other just now. What do you want to sell? Hardware, drugs, jewelry, office supplies, books, real estate, or groceries? What do you want to sell? Tell me this, and it will be much easier to tell you where to apply, and how to get a job.

If I wanted to sell real estate, I would do one of two things: go to a local firm and do my level best to convince them that I could sell, or get me some properties, and then hunt my own prospects. I have never sold real estate, but one thing I am confident of in regard to it—this is a field where a hustling young man or woman can make money and learn something every day. I talked to a popular novelist the other day who sold real estate for possible two years. She associated herself with the sale of an addition to an eastern city, and made a good income from it. Yesterday I talked to a man whose name is nationally known in one line who is selling real estate on the side. The field is there, and it is ten to one that there is real estate right in your own door yard waiting to be sold. If you want to sell land, houses, building lots or whole farms go down and sell yourself to a land firm in your own town, or list properties and sell them for yourself.

If you want to sell the farmer trade, and this by the way is a very good trade, write to some firm offering a line that the farmers want. I know a number of men who have grown well to do selling for J. R. Watkins Company, over whose sales my friend, C. I. Togstad presides. There is no finer man to deal with than Mr. Togstad, and if I were a farm boy, and wanted to sell to farmers I would write to Mr. Togstad.

Of course there are other firms selling to farmers. Rawleigh Company, Baker Company, and other, all with excellent propositions. If you want to sell to farmers there is plenty of chance for you.

Indeed there is a rich field for the salesman in any line today who expects to work, and knows what he wants to do. If you like books better than anything else, if you love to handle them, to care for them, then I would, if I were you, go to P. F. Collier & Sons, and get onto their sales force. In their offerings they present a wide field, but a rich one, and figures just received show that the Collier men make money.

If, instead of books, you like to paint and varnish, and clean up the whole place, get your feet headed straight for a paint and varnish house. You can interest them; if not the first time, keep on trying until you can, and

in the meantime start a clean-up week of your own that will show that you have an interest in this subject.

Above all do not be afraid to have ideas, to originate something for yourself. In every city in the country there are people doing what other folks never thought of doing. Women are selling and men are selling, developing fields of their own. Only a few weeks ago the American Magazine published the story of how the famous armadillo basket was first marketed. There is a man in Texas who sells rattlesnakes; there is a woman in Chicago who sells cakes—and they are real cakes, too.

All of which leads up to the one point we started with—What do you want to sell?

In "How to Sell" and other magazines there are hundreds of advertisements each month for salesmen. Class publications such as Printer's Ink, and publications in the field of hardware, jewelry, machinery, all carry opportunities for beginning salesmen as well as the experienced man. The places are plentiful and you can succeed in your work if you know in your heart that



George A. Meadows, B. Accts., was born near Mize, Smith County, Mississippi, June 10, 1892. After attending the rural schools he graduated from the High School and entered Draughon's Business College at Jackson, Miss., in 1911. Since that time he has been connected continuously with the Draughon Chain, spending five years at Jackson.

For the past four years he has been Manager of Draughon's Practical Business College, San Antonio, Texas, one of the largest business training schools in the South, and a school which, under his management, has made continued progress.

you want above all else to sell that particular item or line.

If you do not know this, however, I would suggest that you select a line and make it your own. Touching on this field I am reminded of the story of a man who built a reputation for selling advertising space. It will do for this story if we call him John Andrews, this being a long way from his real name. At any rate, Andrews came out of the army where he had served in the aviation corps. He was married, he sold pianos in a certain middle-east state town, loved music, and wanted possibly more than anything else to own a pipe-organ in his own home. However, as there wasn't any home, the pipe-organ was not an immediate prospect, so John and his wife went up to Chicago, took light housekeeping rooms out on the south side, and John inserted an advertisement telling what he had done, what he could do. It was a good, plain, classified advertisement, taking enough space to tell his story, and it brought replies.

Up to this time John had probably never sold a dollar's worth of advertising, but one of the replies came from a small publishing house and offered him a job—not selling advertising, but as advertising manager. Was he scared? Probably. He never told me that he was, but at least he went down, talked to the owner of the business and determined in his own mind to make that business his own. Four months later the business had to move because it had grown so rapidly. John Andrews made that business his business and stayed up nights doing it. Since that day in February, 1919, he has seen his little magazine grow into one of the big sellers of the news-stands; has seen his advertising rates go up by leaps and bounds, has seen artists, designers, and a great plant come into the business. John Andrews on that February day made up his mind to make that business his, to sell advertising, to produce advertising, to study advertising, to know advertising. Today he is at the head of a company of his own, all accomplished in four years.

If you don't know what to sell, select something, and then make it your business. Above all don't pick a job because it offers a "snap". Look at the future rather than Now. Begin at the bottom of the ladder, and never take your eyes off the top.

If you care for any suggestions I can give you, write me. It is possible for us to give post office addresses and general information, but I cannot advise you what line to select. Do that for yourself, and then go out and make it your own.

SALESMANSHIP STUDENTS

may make \$10.00 a day selling our silk, knitted, and Grenadine Ties for 50c. Big profits. Write

NORFOLK NECKWEAR,

209 Lyric Theatre Bldg., Cincinnati, O.



YOU ARE THE GOODS Don't Give Yourself Away

You graduates from business college and high school are now "the goods," ready to be sold. In most cases you must sell yourself. This is a very important matter to you, because the price you get for yourself will be what you will have to spend for food, clothing, shelter and good times.

This is a case where the tricks of selling are not of very great benefit, but where the underlying fundamental principles of selling are very important.

The first rule for the salesman is "know your goods." Do you know what you can do, what you should do, what you will do? If there is some one kind of work that you like to do so well that you can be happy in doing it, you are lucky. Take up that work, no matter what salary is offered, and follow it all your life. You can hardly fail of success.

If you don't like work, you are unfortunate, but there is still hope for you—you may learn to like it. Try not to get into a work that you thoroughly dislike, but don't put off taking a job just because you lack enthusiasm for work.

The steps in selling yourself are much like the steps in selling anything else. You must find the customer and attract his attention, arouse his interest, create desire for your services, and get him to sign the order—in other words, put you on the payroll.

It is a big job and so important that you can't afford to slight it. One man in a million may find himself in a good position through accident, but most men who depend on accident find themselves in disagreeable places, working for a low salary, and spend their lives in failure.

Some suggestions on how to go about it will be given next month.

Editor.

FARMER BOYS LEARN TO SELL!

Pretty much everything you buy is skillfully sold to you by trained salesmen, working man to man or through the printed word. The great organizations that make your machinery, sell you supplies, furnish and equip your home, could not exist if their products were not systematically marketed.

What you produce, on the other hand, is not sold at all, but simply bought by a buyer. The latter is the real salesman for your products. He knows the merchants who distribute them to the consumer, and knows what the consumer wants—which you don't, because you have never got close to your customers as a salesman.

Selling is the next big advance in the

business of farming, and it will mean a good deal to your boy in coming years if he gets the knack of it now and follows its developments. Already he understands the part that better marketing is to play in his business. But salesmanship goes a step beyond marketing, and will be needed more and more as the latter improves. The marketing of farm products is largely a better way of supplying demand that already exists—grading and packing to get better prices, banding together to do the work of the professional buyer, saving his commissions and profits. But selling means creating new demand, and in practically every case successful co-operative marketing eventually leads to selling. For systematic marketing makes the producer's product profitable, the output increases, and, to hold the advantages gained, new consumer demand must be created through salesmanship. This is the last step in the co-operative marketing movement, taken when the producer seeks contact with the consumer to find out what he wants, help him get it, and also show him the good points of what he has to sell.

Salesmanship is just the art of getting acquainted with people, securing and holding their confidence, and inspiring confidence in the thing you have to sell. The idea that there is no friendship in business is bosh—business is based on friendship, personal knowledge of the people you deal with, personal tests of their good faith. And the salesman is the big friend maker.

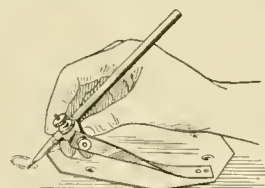
Now, a boy has distinct advantages over a man in learning this art. People like most boys on sight—they certainly

do not like most strong men! A boy has frankness, courage, lively curiosity about people and things, a respect for grownups that amounts to natural courtesy, and he isn't hampered by opinions, prejudices, or egotisms that come in later years.

His chances of getting a hearing from strangers are about nine in ten, against five in ten for even the experienced grown-up salesman. Give him something to sell, arouse his interest in his merchandise and in people, show him how to explain his proposition, and turn him loose—he will do the rest.

And salesmanship is fine character training for a boy, because it teaches self-confidence, self-control, tact, observation and analysis of things, mental alertness, and the study of other people's personalities and viewpoints.

JAMES H. COLLINS,
in Farm & Fireside.



(Patent Pending)

Makes finger movement impossible. Simple, but effective. Send 50 cents for sample.

MUSCO GUIDER CO.

1371 E. 133d St. Cleveland, Ohio

**MUSCO
GUIDER**

For Writing
Practice

DAINTY PRINTED STATIONERY

Enough to start in business only \$1.00 100 Letter Heads, 50 Envelopes, 50 Cards. Order at once. Information for a stamp.

D. L. STODDARD, Route D, Box B, INDIANAPOLIS, IND

THE MILLS

Summer School of Penmanship

at the Rochester Business Institute
During the Month of July

If you desire the latest methods in penmanship instruction you should send for information regarding this course.

E. C. MILLS,

P. O. Drawer 982 Rochester, N. Y.

B. C. S. DEGREE HOME STUDY OTHER COURSES

including Accounting, Law (LL.B.) Spanish, Salesmanship, High School, Normal, Pen Art (M. Pen.), Resident and Extension.

—WRITE TODAY—

Peoples College, Box 534, Ft. Scott, Kansas

A Business College Course At Home

Bookkeeping, Short-hand, Salesmanship, Civil Service. Graduates earn \$100 to \$200 a month. Our School is one of the great system of Brown's 22 Business Colleges. 17th year. Thousands from all the walks of life have learned successfully.

Write for FREE book of testimonials and particulars of all courses.

Mention Course preferred.

BROWN'S HOME STUDY SCHOOL

300 Liberty Bldg. PEORIA, ILL.

FOR SALE OR RENT

A two-story brick and frame building, 36x 2 ft., town of 24,000. Used for Business College purposes for fifteen years. Failing health reason for change. Address E. M. Johnston, 230 2nd St., Elyria, Ohio.

ANNOUNCEMENT—I am pleased to announce the publication of the 2nd big edition of The FARETRA System of Rapid Business Writing

Systematic lessons, comprehensive instruction, skillfully written copies. The only penmanship book prepared especially for use in High Schools, Business Colleges and Universities. For particulars and prices write F. L. FARETRA, Author, 18 Boylston St., Boston, Mass.

EVERY STUDENT



of penmanship, should have a copy of the 32 page **Medaresz book on Ornamental Penmanship**. The book contains Cards, Capitals, Quotation, Poetry and Flourishing, and is the finest collection of Artistic Penmanship of the kind ever published. The specimens in this book have never appeared in any other publication.

Price, 15 two-cent stamps.

Money refunded if you are not satisfied.

C. W. JONES, 224 Main St., Brockton, Mass.

School for Sale

A Business
School in a
Minnesota

city of 8,000; under present management 20 years; equipped for 40 students; rent \$27; price \$1,800. Address MINNESOTA, care Business Educator, Columbus, Ohio.

E. C. T. A.

(Continued from 6th preceding page)

tution has had longer or better experience nor can better introduce or develop college grade courses in **Secretarial science, Business Administration and Higher Accountancy** subjects than the Private Commercial School, if it can only be aroused to exert its energies in that direction. The former work of the Business College in training for clerkships is fast being supplanted by the public and high school, and it seems to me if we are to survive we must get into new and higher ground and develop that type of graduate who can understand and diagnose business ailments—men who can think, analyze, look through and beyond the recording procedures to the executive policies which affect business and industrial needs.

"To my mind, there is no other type of school which can better train men to stop leaks, eliminate waste, increase production, stimulate sales and better apply the principles of sound finance than can the private commercial school, if it will only continue its laboratory system of education and will but add the higher collegiate courses for which there are both teachers and text material now available.

"I remember with fear and tremble, how we, in the institution with which I am associated, ventured into this new field a few years ago. Some of us ventured the opinion that if we lengthened our courses, added new subjects, it would be the beginning of an end and the closing of the institution would be inevitable, but subsequent experience has proved otherwise.

"Instead of offering six months' courses, we now offer courses varying from 10 months to 24 months in length. Instead of having some 1200 students annually in the various day and night sessions, we now have 2,000 students annually, and probably no less than 40% are now taking up the longer courses in which they can earn the Bachelor of Commercial Science degree."

Penmanship Section

The penmanship section of the Eastern Commercial Teachers' Association held a very interesting and profitable meeting in the Bryant-Stratton School, Providence, Rhode Island, on Friday, March 30. Mr. H. W. Patten, the genial and inspiring penman of Philadelphia, presided over the meeting in a very capable way.

Mr. S. C. Williams of the Rochester Business Institute, who has much experience as a handwriting expert on forgery cases, etc., discussed the teaching of business signatures in a very interesting way. Among other things, Mr. Williams pointed out the necessity of using the same form of signature on all legal documents through a period of years, and then if it seems necessary to change the form of a signature, Mr. Williams suggested that the new signature should be used constantly without variation. Numerous illustrations were given on this very important point.

The audience was also given a few preliminary lessons in the detection of forgery, in which it was pointed out that the location and character of periods used after the initials have often enabled the handwriting expert to determine the legality of signatures in the past.

Mr. C. C. Lister of the Brooklyn Training School for Teachers made a very interesting and practical address on how to make the practice of business writing successful. Mr. Lister explained in a very forceful way the methods which he used in getting the pupils to visualize letters, words and sentences before they begin practice. A suggestion was made that words and letters be grouped so as to get a certain number on each line in order to secure neatness and uniformity. Mr. Lister also illustrated a plan for helping the pupils to criticize their own work. Many notes were taken during the course of this address, which means that all persons present derived much benefit from it.

We were next favored with a short, snappy, inspirational address on the making of figures by F. B. Moore of the Rider College and President of the Association. Mr. Moore gave a short model lesson illustrating his method of teaching figures to business college students. All those present enjoyed the skill and dexterity with which Mr. Moore demonstrated upon the blackboard, as well as the enthusiastic manner in which he conducted the lesson.

The meeting closed with an address on the derivation of capitals in ornamental writing by S. E. Bartow, Principal Palmer School of Penmanship, New York City. Mr. Bartow finished his address by delighting the audience by placing a set of his graceful, ornamental capitals upon the blackboard.

Mrs. Myrtle M. White of the Alhambra, California, High School, sent us certificate winning specimens from thirty-nine pupils in her school.

WANTED—School representative for a good school in an excellent territory.

REPRESENTATIVE

Care Business Educator, Columbus, Ohio

WANTED TO BUY A SCHOOL

I desire to purchase an established school in Pennsylvania or one of the adjoining states. I just sold my school and am anxious to get established as soon as possible.

Address, M. D. G.

Care Tha Business Educator, Columbus, Ohio

HOW TO PAINT Signs and Sho' Cards

(See review in January issue of B. E.)

Our book gives a complete course of instructions, enabling any one to learn to paint good signs. WHY NOT MAKE YOUR OWN either for your business or for others?

Contents: Alphabets, Composition, Color Combinations, How to Mix Paints, Show Cards, Window Signs, Banners, Board and Wall Signs, Ready Made Letters, Gilding, Commercial Art and Tricks of the trade—Contains 100 alphabets and designs. Cloth bound, size 7x5 ins. **Price, \$1.10 postpaid.**

J. S. Ogilvie Pub. Co., 235 Rose St., New York

STATEMENT OF THE OWNERSHIP MANAGEMENT, CIRCULATION, ETC.

Required by the

Act of Congress of August 24, 1912

Of Business Educator — Students' Edition, published Monthly at Columbus, Ohio, for April 1, 1923.

State of Ohio

County of Franklin } ss.

Before me, a Notary Public in and for the state and county aforesaid, personally appeared Arthur G. Skeeles, who, having been duly sworn according to law, deposes and says that he is the editor of The Business Educator, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Name of	Post Office Address
Publisher, The Zaner-Bloser Company,	612 N. Park St., Columbus, O.
Editor, Arthur G. Skeeles,	612 N. Park St., Columbus, O.
Managing Editor, None.	
Business Manager, E. W. Bloser,	612 N. Park St., Columbus, O.

2. That the owners are: (Give names and addresses of individual owners, or, if a corporation, give its name and the names and addresses of stockholders owning or holding 1 per cent or more of the total amount of as they appear upon the books of the company stock.)

The Zaner-Bloser Company, Columbus, Ohio.	
E. W. Bloser	612 N. Park St., Columbus, O.
R. E. Bloser	612 N. Park St., Columbus, O.
Rebecca Bloser	135 W. 4th Ave., Columbus, O.
Parker Bloser	135 W. 4th Ave., Columbus, O.
E. A. Lupfer	612 N. Park St., Columbus, O.
R. B. Moore	612 N. Park St., Columbus, O.
Arthur G. Skeeles	612 N. Park St., Columbus, O.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.)

None.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the six months preceding the date shown above is (This information is required from daily publications only).

ARTIUR G. SKEELES, Editor.

Sworn to and subscribed before me this 2nd day of April, 1923.

EARL A. LUPFER, Notary Public.
(My commission expires January 11, 1926.)

WANTED

First-class salesman for one of the best business schools in the country. Must have character, personality, and be able to sell. Big territory. Fine opportunity.

Address: "H"

Care Business Educator, Columbus, Ohio.



Miss M. E. Orr, a leading stenographer and typist, is the candidate of the Remington Typewriter Company in the Good Will Election of the American Committee for Devastated France. The purpose of these elections is to choose a delegation of representative American women who are to visit France.

Miss Orr has been a Remington employee at the Home Office of the Company for thirty-four years, and during this long and faithful service her honors have been many. She was the first of a long line of World Champion Typists, and it was her surpassing speed and skill as an operator which, many years ago, attracted the attention of the Company officials and led to her employ as a member of the Remington Organization. Since then she has served as Secretary to the Executive Officials of the Company through three successive administrations, and for five years was Acting Treasurer and a Director of the Company, the first woman, it is believed, and certainly the first stenographer, who was ever elected to the directorate of a great corporation.

These Good Will Delegations are composed of leading American women, and there is an obvious fitness in the choice of Miss Orr as a candidate, for who could be more representative of the American business woman than a leading stenographer and typist.



A Letter Head Flourish Prepared by E. A. Luffr.



Persons receiving my simplified instructions are amazed how quickly they become expert penmen. Let me make YOU an expert. Your name written on cards and full details free. Write today. **A. P. MEUB, Expert Penman, 2051 N. Lake Ave., Pasadena, Calif.**

PENMANSHIP

for Bookkeeping Texts, Writing Books, Business Correspondence Texts, etc., prepared in India Ink for engraving.

S. E. LESLIE

3201 Euclid Ave. Cleveland, Ohio

A MASTER PENMAN

always commands a better salary. Our home study course will qualify you, and our Service Department will help you. Master of Penmanship (M. Pen) conferred. Write,

CHAS. W. MYLIUS,

Peoples College Fort Scott, Kansas



LEARN AT HOME DURING SPARE TIME
Write for book. "How to Become a Good Penman," and beautiful specimens. Free. Your name on card if you enclose stamp. **F.W. TAMBLYN, 406 Ridge Bldg., Kansas City, Mo.**

H. J. WALTER, Penman

Studio No. 2, 313 Fort St., Winnipeg, Canada

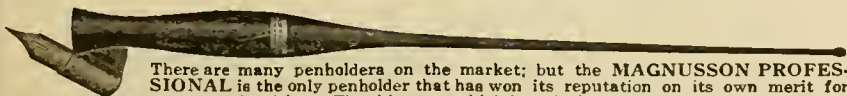
ENGROSSING and Penwork of every description. Illuminated Addresses, Diplomas and Certificates filed. Script for Business Colleges and Commercial Advertising.

Business Penmanship by Correspondence Course. Written Visting Cards, 3 doz. \$1.00. YOUR NAME in choice Illuminated Script, \$1.00.
I am confident I can please you.

Meub's Professional Oblique Penholders

Mr. H. B. Lehman, the well-known penman, says: "Your holder is surely one of the very finest on the market, and no penman's desk is complete without a set of several." Write today for yours. Send no money. When the postman delivers it to you, deposit with him \$1.25, plus a few cents postage. If, after giving it a week's trial, you don't think it is the finest holder you ever had in your hand, return it and get your money back.

A. P. MEUB, 2051 N. Lake Ave., Pasadena, Calif.



There are many penholders on the market; but the **MAGNUSSON PROFESSIONAL** is the only penholder that has won its reputation on its own merit for ornamental writing. The thin stem which is so desirable cannot be made successfully with an automatic lathe, therefore they are **HAND MADE** of selected rosewood. (Look for the brand.) The A. "Magnusson Professional" hand turned holders are adjusted especially for penmanship. 8 inch plain, each 35c; 8 inch inlaid, 75c; 12 inch plain, 75c; 12 inch inlaid, \$1.35.

A. MAGNUSSON, 208 N. 5th STREET, QUINCY, ILL.



LEARN ENGROSSING

in your spare time at home.

Thirty Lesson Plates and Printed Instructions mailed to any address on receipt of two dollars, Cash or P. O. Money Order.

P. W. COSTELLO

Engrosser, Illuminator and Designer

Scranton Real Estate Bldg., SCRANTON, PA.

HIGGINS'

ETERNAL INK-ENGROSSING INK

WRITES EVERLASTINGLY BLACK



THE ETERNAL INK is for general writing in plain or fountain pens.

THE ENGROSSING INK is for special writing, engrossing, etc.

These inks write black from the pen point and stay black forever: proof to age, air, sunshine, chemicals and fire.

At Dealers Generally
CHAS. M. HIGGINS & CO., Mfr.
271 NINTH ST. BROOKLYN, N. Y.

Leather Covers for Resolutions and Testimonials

FLEXIBLE, size 7½x10¼ inches.

Genuine Seal\$6.00

Seal Grain 5.00

PADDED, size 6½x8½ inches.

Genuine Seal\$5.50

Seal Grain 4.50

Write for Prices on more Elaborate Bindings.

We Engross and Illuminate Resolutions.

Our Specially Designed Diplomas for the better schools have a National Reputation. Write us your needs.

B. C. KASSELL COMPANY
Engrossers, Engravers, Lithographers
105 North Clark Street
Chicago, Illinois

Professional Penmen

Paul H. O'Hara, Maury High School, Norfolk Va. Courses as follows: Business and Ornate (Mills' style). Roundhand, Lettering, Rowe Bk. and Accty. Extension course. All sets High standards. Investigate.

D. A. O'Connell, Penman, LeSueur Minn. Signatures a specialty. Samples 20c.

H. Tober, Card-Writer and Printer. Send for samples of cards and cases. 2980 White Ave., Fresno, Calif.



ROUNDHAND for BEGINNERS

Copy and Instructions by

E. A. LUPFER, Zanerian College of Penmanship
Columbus, Ohio

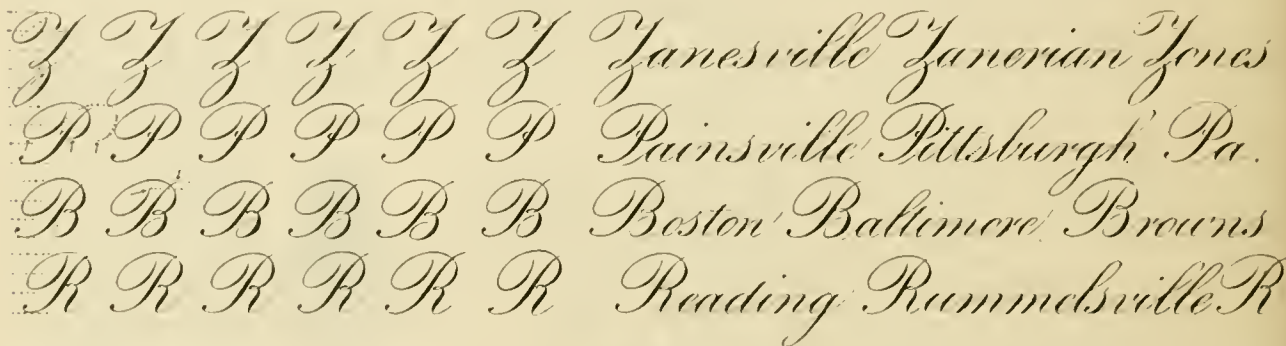
The Z may be started like the H and K. However, a beginning loop gives it more width. The loop should begin $1\frac{1}{2}$ spaces from the head line and should swing over, making a shade the same as the last part of the small n. Do not make the mistake of getting your compound stroke too large. It should be only about 1 space tall. Draw some slant lines. The body stroke of the Z should come down on a 60° slant. See how gracefully you can curve this stroke, beginning and ending with a nice hair-line. Study the direction of the small loop on the base line, and the oval in the loop below the line. You will see that it is two spaces below the base line.

The stem of the P is the same as the stem of the I. The new and difficult part is the oval or top part. Before attempting to make any letters, study the copy carefully. The stem is made first. Notice that the loop in the top part comes down about $\frac{3}{4}$ of the way, and if continued would make a running scattered oval exercise. Notice that the shade on the first downward stroke of the oval should be parallel to the second downward stroke which loops over the stem, and be the same proportion. It is a good plan to try the oval part first without any shade to get the form; then try it with a shade.

The B is similar to the P with the exception of the last upright oval. Give special attention to the compound curved stroke, the dot, the final oval and the top. Measure some of yours and the copy. Put them in boxes. That will show you about the proportion and other things which you may have overlooked.

The beginning loop on the P, B and R at the top should be the same size and shape. The R is the same as the B with the exception of the finishing stroke. Do not get the finishing stroke too short nor too long. Point the little loop on the R and B downward.

Do not attempt words before you have practiced the individual letters. Make the capital letters with a slow careful motion. This is not free-hand writing, and even if you do get a few shaky lines at first, you will be able to in time produce fairly smooth, graceful lines. Practice the words faithfully, giving special attention to spacing, uniformity, shades, etc. Let us see how fine you can get this lesson.



A Business of Your Own

No position or profession in the world offers you the opportunity for advancement or the money-making possibilities unless you "are your own boss." No one ever became rich working for the "other fellow". Did you ever know a wealthy penman? I can show you how to make some "real money" if you want to make it. My literature is yours for the asking.

C. F. BEHRENS, Consulting Chemist
P. O. Box 573 Cincinnati, Ohio

"How To Sell—And What"

The Money Makers' Magazine—"The Main Entrance to Successful Selling." Tells how, when and what to sell. Puts you in touch with fastest selling lines and hundreds of reliable manufacturers—many of whom require no previous experience. Famous contributors: "brass tacks" departments; interviews with successful men and women. \$2.00 a year. Special combination price with "The Business Educator" both for \$2.25. Sample copy free.

HOW TO SELL

Department B. E., 22 W. Monroe St., Chicago, Illinois

DIPLOMAS

For Business Colleges and
Public Schools

Catalog and Samples Free.

We specialize in Made-to-order Diplomas
Resolutions Engrossed
Diplomas Neatly Filled
Art Calendars and Advertising Novelties,
Attractive Lines

Best Quality—Reliable Service

Engrossers **HOWARD & BROWN** Printers

ROCKLAND, MAINE



Special attention given
to reproduction of Script
and Penmanship Copies

**The Terry
Engraving Co.**

Engravers
Designers
Illustrators

Columbus, Ohio

Gaskell's Compendium of Penmanship

By G. A. GASKELL

This is the famous, pioneer penmanship course of which more than two hundred and fifty thousand were sold at one dollar per set during a period of ten years, beginning about 1873.

The course contains twenty complete lessons, each lesson being on a separate sheet about 4x9 inches in size. There is also one large sheet of ornamental penmanship $13\frac{1}{2} \times 17$ inches. An illustrated instruction book gives complete directions for each lesson and shows the proper position of body, hand, pen, etc.

This work is well worth the price to any one interested in penmanship, if for no other purpose than to note the progress that has been made in handwriting during the past fifty years. It also shows where some of the present penmen and teachers secured some of their ideas.

Price postpaid, 60 cents.

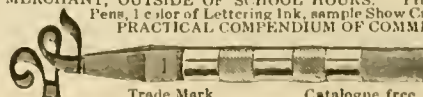
ZANER & BLOSER CO.

Penmanship Specialists Columbus, O.

A PROFITABLE VOCATION

Learn to letter Price Tickets and Show Cards. It is easy to do RAPID, CLEAN CUT LETTERING with our improved Lettering Pens. MANY STUDENTS ARE ENABLED TO CONTINUE THEIR STUDIES THROUGH THE COMPENSATION RECEIVED BY LETTERING PRICE TICKETS AND SHOW CARDS, FOR THE SMALLER MERCHANT, OUTSIDE OF SCHOOL HOURS. Practical lettering outfit consisting of 3 Marking and 3 Shading Pens, 1 color of Lettering Ink, sample Show Card in colors, instructions, figures and alphabets prepaid \$1.00. PRACTICAL COMPENDIUM OF COMMERCIAL PEN LETTERING AND DESIGNS, 100 Pages 8x11, containing 122 plates of Commercial Pen alphabets finished Show Cards in colors, etc.—a complete instructor for the Marking and Shading Pen, prepaid, One Dollar.

THE NEWTON AUTOMATIC SHADING PEN CO.
Dept. B. PONTIAC, MICH., U. S. A.



Trade Mark

Catalogue free.



BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

Classification and Identification of Handwriting, by C. D. Lee, Superintendent of Records, Police Department, Berkeley, California, and R. A. Abbey, Handwriting Expert, Police Department, Berkeley, California. Published by D. Appleton and Company, New York.

A book that fully analyzes the means of identifying specimens of handwriting and describes a system for classifying and filing such documents in any number and in such manner that they are instantly available for purposes of identification.

Accountancy and Business Management, by Harry M. Rowe, Ph. D., assisted by Harry M. Rowe, Jr. Published by H. M. Rowe Company, Baltimore. Cloth cover. 132 pages.

The course of study provided in "Accountancy and Business Management" and in the laboratory practice units which accompany it is based to some extent upon the author's previous work, Rowe's Bookkeeping and Accountancy. However, a number of important changes in the teaching plan and in the selection and arrangement of its subject matter make the present course of study substantially a new and original work.

Some of the outstanding features are as follows:

1. The language of instruction is simpler and more understandable than has ever before been employed in the elucidation of a technical subject.

2. All formal definitions at the beginning of the text are eliminated. The student begins his work by handling simple business transactions with which his environment has made him familiar.

3. The material is so organized as to facilitate class discussion and class teaching.

4. A number of short practice sets in the "Introduction to Bookkeeping" enable the pupil to apply the elementary principles of accounting right from the beginning of his study.

5. Reason has been substituted for rule. Formal bookkeeping "rules" are subordinated to principles of accounting procedure.

6. The transactions in the accompanying Laboratory Units are vitalized and made meaningful by concrete instruction in the underlying prin-

ciples of business management and control

The Improvement of Speed and Accuracy in Typewriting by Roy Edward Hoke, Ph.D., Professor of Education, Birmingham-Southern College. The Johns Hopkins University Studies in Education No. seven, Forty-two pages, paper binding, published by the Johns Hopkins Press, Baltimore, Maryland.

The contents of this book are clearly indicated in the chapter headings as follows:

- I. The Frequency of the Occurrence of Letters and Marks in the English Language.
- II. Errors in Typewriting and Their Causes.
- III. Relative Abilities of the Eight Fingers and the Two Hands for Typewriting.
- IV. The Finger and Hand Loads of the Present Typewriter Keyboard.
- V. The Consideration to be Taken Into Account in the Arrangement of an Ideal Keyboard Based on Scientific Principles, and a Suggestion for Such Keyboard.

On the basis of the skill of the fingers Dr. Hoke has figured out what proportion of the total number of strokes in a page of typewritten matter each finger should write, and when this is compared with the actual number of strokes made on the present typewriter key board it is disclosed that three fingers—the first finger on the right hand and the first and second on the left—strike nearly two-thirds of all the letters and punctuation marks.

On the basis of these studies and other consideration, Dr. Hoke suggests a rearrangement of the typewriter keyboard to provide more balanced action of the two hands. This arrangement will be of interest to typewriting teachers as it seems certain that some such an arrangement will sometime be made, with advantages so great that it will be adopted in spite of the tremendous handicap to be overcome by any change in something as well established as the typewriter keyboard.

Hand Book for Business Letter Writers, by L. E. Bonney, Ph.D., B.S., and Carolyn Percy Cole, M.A., instructors in English, Washington Irving High School, New York. Published by Harcourt-Brace & Co., New York.

The Contents of this book are as follows: Form of the Letter, The Letter Itself, Dictation, Grammar, Punctua-

tion, Numbers, Abbreviations, Spelling, Syllabication, Types of Letters, including the letter of inquiry, answer to inquiry or request, Order Letter, Acknowledgement of Order, Notice of Shipment, Letter of Claim, Letter of Adjustment, Collection Letters, The Letter of Application, Sales Letters, Telegrams, Bibliography.

Business Ownership Organization, by A. H. Stockder, M. A. Published by Henry Holt & Company, New York. Cloth cover. 612 pages.

The subject of business organization has usually been approached from one or two points of view. The first of these approaches is from the standpoint of the principles and problems involved in building up the legal form of organization under which the business is to be owned, and that bear upon relations of the entrepreneur, the creditor and the third parties to one another and to the business establishment itself.

The second strikes the problem from the angle of the technique development in making those internal arrangements that are necessary or desirable to secure efficiency in the administration and operation of the enterprise. For the sake of brevity we shall call the subject matter of the first ownership organization and the second administrative organization. It is the former with which this work has to do.

Mercantile Credit, by J. E. Hagerty, Ph.D., Ohio State University. Published by Henry Holt & Company, New York. Cloth cover. 382 pages.

This volume discusses one branch of the credit family, mercantile credit. The theory of the credit and the different kinds of credit are considered only in so far as the treatment of these subjects makes more clear the nature, scope and functions of mercantile credit. Bankruptcy legislature has to do with those who give and those who receive mercantile loans, and for this reason it has been considered of sufficient importance to warrant treatment.

While treating mercantile credit from a theoretical standpoint, an attempt is made to view the problems of mercantile credit as far as possible as a business man would view them. For this reason the author has described with much detail the work of the credit man, the organization of his office, the sources of credit information, the forms he uses to secure this information and the principles which govern him in the granting of credit. He also discusses at considerable length the development of legislation with reference to credit and the attitude of the credit man toward this legislation.

20th Century Bookkeeping AND Accounting

Now Ready

Sixteenth Edition, Greatly Enlarged and Completely Rewritten

A Practical Course in Touch Typewriting

By CHARLES E. SMITH

The Sixteenth edition is more than an enlargement or a revision. It is a new book. The work is presented in the most instructive and teachable manner, and has won the commendation of the WORLD'S GREATEST TYPISTS and typewriting teachers everywhere.

A PRACTICAL COURSE IN TOUCH TYPEWRITING divides itself naturally into three parts:

Fingering and keyboard technique, which is developed by combining the balanced hand and the individual finger method, every word and exercise forming a definite step in the training of the typist's fingers. Position at the machine is taught from actual photographs of the world's champion typists. Keyboard charts, in five colors, a color assigned to each group of keys struck by an individual finger, afford a position guide for the student to find the keys by the sense of touch.

Facility speed and ease, combined with accuracy of operation. This is attained by the use of Right and Left Hand Word Drills, High Frequency Words arranged in sentences, Alphabetic Sentences, Literary Selections, and Thirty International Contest selections. The presentation of the speed practice material is the same as that which has developed all the World's Champion Typists.

Form the arrangement of business letters, documents, tabulations, manuscripts, is presented in almost a hundred models of carefully selected matter, which in turn are followed by original problems to be planned and arranged by the student.

All world's typing records for both speed and accuracy are held by typists who studied from "A Practical Course in Touch Typewriting." It has justly been called *the typewriting method of the Champions*.

A Practical Course in Touch Typewriting is published in two editions: Regular edition, 120 pages, stiff paper cover, \$1.00; cloth, \$1.25. Complete edition, 208 pages, cloth, \$1.50. Teacher's examination copy will be sent postpaid upon receipt of one-half the list price.

ISAAC PITMAN & SONS, 2 West 45th Street NEW YORK

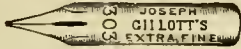


Gillott's Pens

The Most Perfect of Pens



PRINCIPALITY PEN, No. 1



VICTORIA PEN, No. 303



DOUBLE ELASTIC PEN, No. 604 E. F.



MAGNUM QUILL PEN, No. 601 E. F.

GILLOTT'S PENS have for seventy-five years stood the most exacting tests at the hands of Professional and Business Penmen. Extensively imitated but never equalled, GILLOTT'S PENS still stand in the front rank, as regards Temper, Elasticity and Durability.

SOLD BY ALL DEALERS

Joseph Gillott & Sons

ALFRED FIELD & CO., Inc., Sole Agents

93 Chambers St.

NEW YORK

Superior Teacher Training

The Gregg Normal Course appeals to progressive teachers, as it furnishes the instruction and information needed to insure positive results.

Gregg training is intensive, practical, different, resultful; it omits the frills of education and concerns itself with the correct solution of the everyday problems that confront the teacher of commercial subjects. That's why teachers of from two to fifteen years' successful experience profit from this training and enthusiastically recommend it to their colleagues. Naturally, the one about to enter the commercial teaching profession will find this training well nigh indispensable.

The 1923 Session will begin July 2 and close August 10. Write for free bulletin to-day.

GREGG SCHOOL

6 North Michigan Ave.

Chicago, Ill.

Zanerian Summer School

Six weeks special term for teachers begins June 11.
Special Work in all branches will be given from
June 11 to August 31

Instructors

C. E. DONER
C. SPENCER CHAMBERS
R. B. MOORE
ARTHUR G. SKEELES
E. A. LUPFER

COURSE OF STUDY

Practice of Teaching Penmanship
Methods of Teaching Penmanship
Business Penmanship Analysis, Etc.
Blackboard Writing
Psychology and Pedagogy

Six Hours Normal Credit is allowed for the above six weeks course by the State Dept. of Education of Ohio.

Special Work will be given in Business Writing, Ornamental Penmanship, Roundhand, Text Lettering and Engrossing.

WRITE FOR CATALOG

ZANERIAN COLLEGE OF PENMANSHIP

612 North Park Street

COLUMBUS, OHIO



Have You Reviewed These Texts?

Dictation Course in Business Literature

By Charles G. Reigner, A. B., LL. B. Published in separate editions for Rowe, Gregg, Isaac Pitman, Benn Pitman, and Graham Shorthand; also without outlines. 336 pages.

A practice book for students' use which reduces the work of dictation classes to a definite and systematic procedure. The book provides a wide variety of commercial letters and informative and inspirational articles, all carefully graded according to shorthand difficulty. The letters are free from stereotyped expressions and are representative of the direct, forceful English characteristic of the best type of modern business correspondence. Woven into the practice material are a number of features which provide definite training in vocabulary building, punctuation, and other phases of English directly applicable to stenographic work. The study of English and shorthand is thus definitely and effectively correlated. The text contains also a shorthand vocabulary of over 4000 outlines and a series of more than 140 letters and articles in shorthand for reading practice.

Advanced Dictation and Secretarial Training

By Charles G. Reigner. Published in separate editions for Rowe, Gregg, Isaac Pitman, Benn Pitman, and Graham Shorthand; also without outlines. 393 pages.

The most efficient and interesting course in office training and secretarial practice published. The pupil works successively in various offices representing the leading lines of business. He does in each office the type of work that he would do if he were a secretary to an executive in that office. The work is so unified throughout the book that upon its completion the student has secured instruction and practice in all the various phases of office procedure. The secretarial assignments are in the nature of "projects" and develop initiative, resourcefulness, and independent thinking through the creation of realistic situations which call for the exercise of those qualities. The text also provides for the study of technical business terms and of high-grade correspondence which originated in the executive and administrative departments of business offices.

Intensive Touch Typewriting

By J. Walter Ross, B. S. in Econ. 175 pages.

The psychological principles of habit formation are applied in this book to the teaching of typewriting. The keyboard exercises are scientifically constructed to

1. Eliminate waste effort—the pupil practices only letter sequences that occur in English.
2. Compel concentration—the line is the unit of practice, and the word and letter combinations in each line are so varied that the pupil must "follow copy" continuously.
3. Develop acceleration—by the repetition of an identical two- or a three-letter combination within the different words in a line.

The advanced practice matter is both varied and practical. The teaching of billing in connection with various lines of business, the diversified character of the legal papers, and the studies in artistry are attractive features.

Teachers are cordially invited to send for Examination Copies

The H. M. Rowe Co.

CHICAGO

BALTIMORE

SAN FRANCISCO

THE BUSINESS EDUCATOR

VOL. XXVIII

PROFESSIONAL EDITION, \$1.50 A YEAR

No. 10

June, 1923

PENMANSHIP
BUSINESS

ENGROSSING
EDUCATION

"Give to the world
the best you have

And the best will
come back to you"

-E. BROWN, 1921-

ZANER-BLOSER COMPANY
COLUMBUS, OHIO

Entered at Post Office, Columbus, Ohio, as second class matter



REMINGTON QUIET 12

THIS is the typewriter that every school needs for the instruction of its pupils.

Quiet in the schoolroom is important—how important every commercial teacher knows.

Quiet in the business office is equally important and the demand for it is great and

growing. It pays every school to consider the demands of business in choosing its typewriter equipment.

Every Remington quality—speed, durability, ease of operation, the “natural touch”—plus the incomparable quiet feature—all are contained in our latest product, the new Quiet 12.

REMINGTON TYPEWRITER COMPANY

374 Broadway

New York

Branches Everywhere

Ellis Typewriting

The Vocabulary Method—By C. E. Birch

Past the experimental stage.
Does not begin with meaningless jargon but with words and phrases, thus establishing right habits from the start.
Teaches the use of the guide keys in the first lesson. The stronger fingers are used first although the guide fingers are not left idle but are taught their place upon or immediately over the guide keys.
Each lesson a review of the preceding lessons.
Capitals and the sentence introduced in the sixth lesson.
In the keyboard section each lesson is illustrated with a chart of the standard keyboard.
Drills on the one thousand commonest words of the Ayres list.
The letters in the business correspondence section are fine examples of modern business letter writing.
Plenty of work for advanced students.
Uses the graph.
Record Cards for the pupil, promotion certificates and a final speed certificate furnished.
Many of these features appeared for the first time in this text.
110 pages, 8½x11, exceptionally well bound.

Your sample copy is ready

ELLIS PUBLISHING COMPANY

Educational Publishers
BATTLE CREEK MICHIGAN

SALESMANSHIP Inspired This Man

"Six years ago I studied your Salesmanship text in high school. It inspired me to start a business on the side, despite my school work.

"As time passes I realize more and more the debt I owe you. It is only fair to you to pass on the good word so that prospective students may know what the training has done for me and can do for them.

"As a result of concentration on my work, combined with the excellent training given by your book, I have been able during these years to earn an average of better than ten thousand dollars a year. My twenty-fifth birthday is yet to come.

"I know of no other course that could have given me the knowledge of myself and other people, which has been absolutely necessary to do this."

If you were the man who was responsible for this man's taking this Course, wouldn't you be proud of your achievement?
Name given on request.

THE KNOX BUSINESS BOOK CO.

Euclid-Seventy First Bldg. CLEVELAND, OHIO

WHITEWATER STATE NORMAL SCHOOL

WHITEWATER, WISCONSIN

Specializes in Commercial Teacher Training

Summer Session, Six Weeks, June 18 to July 27, 1923

Regular Session, 36 Weeks, Begins September 10, 1923

Special courses in: Accounting, Advertising, Bookkeeping, Commercial Arithmetic, Commercial Art, Commercial English, Commercial Geography, Commercial Law, Economics, Educational Measurements, French, Gregg Shorthand, History, Machine Accounting, Machine Computation, Office Training and Filing, Physical Education, Penmanship, Psychology, Public Speaking and Debating, Salesmanship, Science, Sociology, Spanish, Supervised Teaching, Typewriting.

Special Courses in Methods of Teaching: Arithmetic, Bookkeeping, Penmanship, Shorthand and Typewriting.

Summer Session Fee of \$6.00 includes Book Rent and all incidental charges

For further information write to

C. M. YODER, Director of Commercial Courses, WHITEWATER, WISCONSIN.



Zanerian Summer School

Beginning June 11

COURSE OF STUDY

For Six Hours' Normal Credit

Practice of Teaching
Methods of Teaching
Business Pen. Analysis, Etc.
Blackboard Writing
Psychology and Pedagogy

Special Work

In Business Writing, Ornamental Penmanship, Roundhand, Text Lettering and Engrossing.

INSTRUCTORS

C. E. Doner
C. Spencer Chambers
R. B. Moore
Arthur G. Skeeles
E. A. Lupfer

Write for Catalog

**ZANERIAN COLLEGE
OF PENMANSHIP
COLUMBUS, OHIO**

The Reference Book of Accounts

By ROBERT J. McINTOSH, Certified Public Accountant

Third Edition—Revised—299 Large
Pages—Bound in Law Backram—\$3.75

An Authoritative Guide

to accounting and systematizing for accountants, auditors, instructors, school and college libraries, students of accounting executives, merchants—for all who are interested in accounting and the analysis and preparation of financial statements.

The Reference Book of Accounts is not a long course of tedious reading, but a digest of up-to-date accounting practice arranged in such handy form that many accountants, instructors, etc., keep it on their desks for ready reference in solving various problems as they arise.

"I particularly recommend to bookkeeping and accounting teachers, that they read and study this book, and that they in turn recommend it to their students, as it will give to anyone in the shortest possible time, a thorough knowledge of accounting as practiced by the largest and most successful companies, that otherwise would require years of experience and study of accounting theory."—H. E. VanCleaf, C. P. A.

SPECIAL OFFER. A copy of Reference Book of Accounts will be sent prepaid on 5 days' approval. A discount is allowed to schools.

Metropolitan System of Bookkeeping

New Edition, 1922

By
W. A. Sheaffer

You Will Like It. The text emphasizes the thought side of the subject. It stimulates and encourages the reasoning power of the pupil. Pupils acquire a knowledge of the subject as well as facility in the making of entries. It is a thoroughly seasoned, therefore accurate, text supported by complete Teachers' Reference Books, and Teachers' Manual.

Parts I and II text is an elementary course suitable for any school in which the subject is taught. Two semesters are required in High Schools and a correspondingly shorter time in more intensified courses.

Parts III and IV text is suitable for an advanced course following any modern elementary text. We make the statement without hesitation, that this is the most teachable, most up-to-date, and strongest text published for advanced bookkeeping and elementary accounting use.

Corporation-Mfg.-Voucher unit is bound in heavy paper covers and contains all of Part IV. It is a complete course in Corporation accounting including instructions, set of transactions, exercises, problems, etc. It is without doubt the best text for this part of your accounting course. List prices, Text, 120 pages, 40 cents. Supplies, including Blank Books and Papers, 95 cents.

EXAMINATION COPIES will be submitted upon request.

METROPOLITAN TEXT BOOK COMPANY

Texts for Commercial Subjects
37 SOUTH WABASH AVENUE

CHICAGO



Superior Teacher Training

The Gregg Normal Course appeals to progressive teachers, as it furnishes the instruction and information needed to insure positive results.

Gregg training is intensive, practical, different, resultful; it omits the frills of education and concerns itself with the correct solution of the everyday problems that confront the teacher of commercial subjects. That's why teachers of from two to fifteen years' successful experience profit from this training and enthusiastically recommend it to their colleagues. Naturally, the one about to enter the commercial teaching profession will find this training well nigh indispensable.

The 1923 Session will begin July 2 and close August 10. Write for free bulletin to-day.

GREGG SCHOOL

6 North Michigan Ave.

Chicago, Ill.

ZANERIAN PENMANSHIP REUNION

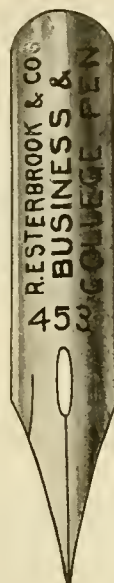
JULY 5, 6, 7, 1923

*Good Fellowship, Fine
Talks, Large Penmanship
Gathering, Latest Methods,
Ideas and Experiences.*

Come and Bring Your Friends

ZANERIAN COLLEGE OF PENMANSHIP

612 North Park St. Columbus, O.



Be Kind!

Be kind to the cramped and wobbly hand of young John Hancock! Let him enjoy the opportunity for good writing furnished by a fresh Esterbrook.

Business and College Pen No. 453

A popular pen in public schools and commercial colleges, particularly in the higher grades. Has a fine elastic action.

Esterbrook Pen Mfg. Co.

CAMDEN, N. J.

Canadian Agents, The Brown Bros., Ltd., Toronto

Books for the Commercial Teacher

Ten Lessons in Bookkeeping

A brand new set for beginners, consisting of *Bookkeeping, Banking and Business Practice*. Just the thing for use in Shorthand Department.

Bliss Bookkeeping and Accounting

Consists of six sets, thoroughly covering *Sole Proprietorships, Partnerships and Corporations*. Complete new text.

Corporation Accounting

An advanced course requiring from six to eight weeks, completely covering the organization, the *Bookkeeping and the Accounting of Corporations*. Fifty illustrations.

National Dictation

With Pitman, Graham and Gregg notes.

Scientific Touch Typewriting

Every Typewriter teacher should examine this book. Hundreds of enthusiastic users.

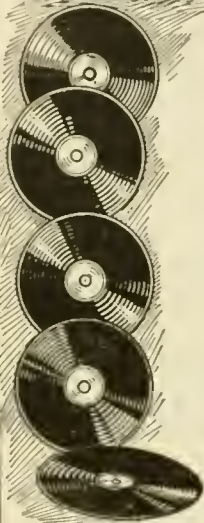
Simplis Shorthand

Something quite different in a light line system of Shorthand.

Complete catalog explaining these texts mailed upon request. Examination copies sent to reliable schools.

THE F. H. BLISS PUBLISHING COMPANY
SAGINAW, MICHIGAN

Penmanship Records



Especially prepared for teaching Penmanship.

Present Model Lessons for Teachers.

Furnish teachers and pupils with correct vocal and instrumental rhythmical counts for various exercises, all capital and small letters

Conserve the vitality of teacher by eliminating much counting.

Enable the teacher to give more attention to position, movement and form of letters, while lesson is in progress.

The Zaner-Bloser Co.
Columbus, Ohio

SPECIAL OFFER

In order to give you an opportunity to see how these records will help in your work we shall be glad to send record No. 1 or No. 2 for \$2.50 prepaid. The four remaining records of the set will be sent for \$10.50. The Complete Set of 5 Records with Album postpaid, \$12.00.

ORDER BLANK

Date.....

The Zaner-Bloser Company,
Columbus, Ohio.

Gentlemen:

I enclose check for \$.....for

.....Full Set Penmanship Records.

.....Upper Grade Penmanship Record No. 2.

.....Primary Penmanship Record No. 1.

Name

Address

Official Position

ZANER METHOD PENMANSHIP

Taught in University of Southern California

During the summer session, July 2 to August 10, 1923, a course in Zaner Method Penmanship will be given by Mr. R. E. Wiatt, Supervisor of Penman in Los Angeles Public Schools, assisted by Miss Marietta C. Ely, his first assistant in the Los Angeles schools.

This is a fine opportunity for persons who wish to improve their execution and teaching of Zaner Method Writing and at the same time pursue other studies by giving part time to each.

During the summer course complete courses will be given in education and related subjects. Visiting educators will include Dr. Lightner Witmer, founder of the Psychological Laboratory and Clinic at the University of Pennsylvania, and Dr. William Paxton Burris, Dean of the College for Teachers, University of Cincinnati.

For bulletin address

Registrar,
UNIVERSITY OF SOUTHERN CALIF.
Los Angeles, Calif.

Prepare for a Better —— Position ——

The Zanerian Summer School of Penmanship, beginning June 11, will give special work for Teachers and Supervisors of Penmanship, Penmen and Engrossers. There are splendid opportunities in this interesting work.

Write for catalog.

Zanerian College

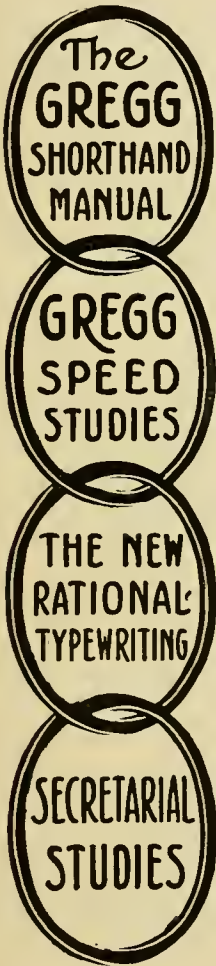
612 N. Park Street

Columbus, Ohio

A Complete Chain of Stenographic Instruction

Four Strong Links That Pull Together

In these books imitative processes have been discarded for problems that develop constructive ability.



Gregg Shorthand Manual

A complete presentation of the Gregg System of shorthand.

Gregg Speed Studies

A dictation book plus. A full fledged text, correlating with the Manual as logically as a ledger does with the cash book. It completely eliminates the line between theory and practice. A definite speed building program.

The New Rational Typewriting

The New Rational is the greatest stride made in the science of teaching typewriting since the touch method was originated. It is not a "revision." Based on scientific research, it presents features never before incorporated in a typing text.

The underlying idea in the New Rational is to develop unusual *typing power*—which involves more than the mere operation of the keys—by eliminating negative, mechanical imitation, and substituting positive, constructive work that secures constant attention and vital interest.

Since the first Rational was published it has been the leader in an educational presentation of the subject. The old Rational is the unchallenged leader of today; the new Rational simply carries it into a bigger area of accomplishment.

Secretarial Studies

This book undertakes the solution of three specific problems:

- (a) To give the student a useful, workable background of business knowledge, correlated with stenographic work.
- (b) To develop and perfect his ability as a shorthand writer and typist.
- (c) To provide sufficient laboratory work in solving definite secretarial problems to develop real business power.

Equipped with these books, your Stenographic Department is prepared to meet effectively the demands of present-day business.

No overlapping—no wasted effort

THE GREGG PUBLISHING COMPANY

NEW YORK

CHICAGO

BOSTON

SAN FRANCISCO

LONDON



Pitman's Loose-Leaf Typewriting Exercises

COMPILED BY LOUISE McKEE

*Chairman, Department of Stenography and Typewriting,
Girls' Commercial High School, Brooklyn*

NOW READY

PITMAN'S LOOSE-LEAF TYPEWRITING EXERCISES provide supplementary exercises for advanced typewriting classes. The fifty cards contain 150 exercises, sufficient material for the development of any advanced group of students. Although based somewhat on the New York State syllabus, the exercises are of inestimable value to any public or private school training typists for office practice.

The following types of work are presented:

- (1) Letters for dictation **SET UP AS MODELS IN TYPEWRITER TYPE.**
- (2) Letters and exercises to be copied for form and arrangement, containing indented paragraphs, figures, and special characters, **SET UP AS MODELS IN TYPEWRITER TYPE.**

"As a result of a hurried examination of Pitman's Loose-leaf Typewriter Exercises, I have been impressed with the intensive tabulating exercises. The lack of sufficient practice work along this line has been one of the great weaknesses of most typewriting texts. The dictation and copy material has been well-selected; it is interesting and instructive, and above all, it is good English. The Loose-leaf diea should certainly aid in keeping the class together. To my mind anything that furthers class instruction in typewriting, furthers teaching efficiency. I congratulate you on publishing this much needed material."—R. G. Walters, Head of Commercial Department, Grove City College, Grove City, Pa.

- (3) Original problems in tabulation and centering set up in unarranged form in regular print type to be worked out by pupils.
- (4) A key to each original problem **SET UP AS A MODEL IN TYPEWRITER TYPE** (no key appears on the same card as the original problem).
- (5) Copying tests, with difficult and long words emphasized in bold face type so as to make such words available for special word drills, etc.

The "cycle" or order of work is approximately: (1) A letter dictated by the teacher from the card; (2) student transcribes the letter and compares transcript with model; (3) makes exact copy of model from card; (4) copies test, practicing emphasized words; (5) works original tabulation; (6) compares tabulation with model presented on next card and copies tabulation model. This plan is followed, in the main, throughout the entire series.

The cards are in envelopes, a specified number of each card in an envelope (Card No. 1 in one envelope, Card No. 2 in the next, etc.), making classroom use convenient.

Pitman's Loose-Leaf Typewriting Exercises are original and practical, and eliminate the necessity of the teacher collecting her own supplementary typewriting material.

On white cardboard, 50 cents, \$1.50 a set

ISAAC PITMAN & SONS, 2 West Forty-fifth Street NEW YORK

THE Business Educator

COLUMBUS, O.

VOLUME XXVIII

COLUMBUS, OHIO, JUNE, 1923

NUMBER X

THE TEACHER, THE LOG, AND THE BOY

"Mark Hopkins on one end of a log and a boy on the other would constitute a university," according to a saying credited to President Garfield. The emphasis in this sentence is to be placed on Mark Hopkins. The log didn't matter at all. Any log would serve. The boy didn't matter so much. Almost any boy anxious to learn might be on the other end of the log, but put a willian or a blockhead or even a mere blodder in the place of Mark Hopkins, and the scene is no longer a university. Schools today do not need to be content with logs, and there is no lack of boys and girls, but of teachers with the spirit and the skill typified in Mark Hopkins we will never have too many. This is well expressed in the following poem which we clipped from the Pittsburgh School Bulletin where it is credited to the Detroit Educational Bulletin.

Mark Hopkins sat on one end of a log
And a farm boy sat on the other.
Mark Hopkins came as a pedagogue
And taught as an elder brother.
He didn't care what Mark Hopkins
taught—
His Latin was small and his Greek
was naught—
For the farmer's boy he thought
thought he.
All through lecture time and quiz,
The kind of a man I mean to be
Is the kind of a man Mark Hopkins
is!"

Philosophy, languages, medicine, law,
The peacock feathers to deck the daws,
The boys who come from your splendid schools
The well-trained sharpers or flippant
fools.
You may brag of your age and your
ivied walls,
Your great endowments, your noble
halls
And all your modern features,

Your vast curriculum's scope and reach
And the multifarious things you
teach—

But how about the teachers?

Are they men who will stand in a father's place.

Who are paid, best paid, by the ardent
face

When boyhood gives, as boyhood can,
It's love and faith to a fine, true man?
No printed page nor spoken plea
May teach young hearts what men
should be—

Not all the books on all the shelves,
But what the teachers are themselves.
For education is: Making men;
So is it now, so was it when

Mark Hopkins sat on one end of a
log

And a farm boy sat on the other.

—ARTHUR GUTERMAN.

LESSONS BY LISTER

C. C. Lister, Maxwell Training School, Brooklyn, N. Y., has been recognized for years as a fine penman and one of the leading teachers of penmanship. Into the new course of lessons which he is writing for The Business Educator he is putting the best results of his years of study and practice and experience as a teacher. Teachers of penmanship will find these lessons helpful and practical as well as beautifully written.

Other features of the magazine will be continued, such as Cragin's Stories, Marshall's Ways and Means of Speech, Mr. Lupfer's Lessons, Guillard's copies in art penmanship, the work of leading engrossers, etc.

April 26, 1923.

During the year seventy-five percent of my penmanship students have been granted Zaner Method High School Certificates.

Ellen Layman,
Teacher of Penmanship,
Mannington High School,
Mannington, W. Va.

RESULTS OF THE PENMANSHIP CONTEST

The winner of first prize in Contest No. 1 for a movement exercise design is Marjorie Moore, High School of Commerce, Toronto, Ont., Canada. Miss Moore presented an attractive design which was well executed.

The winner of first prize in Contest No. 2 was again Isami Koide, Los Angeles, Calif. Mr. Koide submitted specimen which were professional in character.

The second prize was won by Frank Richmond, Chester, W. Va., and Elna E. Olson, Brandon, Man, Canada. Both of these students presented splendid specimens, and in recognition of their good work we are giving each of them a yearly subscription to The Business Educator and also a dozen cards.

THE SCALE OF SUCCESS

100% I DID.
90% I will.
80% I can.
70% I think I can.
60% I might.
50% I wish I could.
40% I haven't time.
30% I don't know how.
20% I don't like to.
10% I can't.
0% I won't.

—Mead Co-operation

The next time you are asked to do a thing, test your answer, and your attitude, by this scale, and see where you belong.

TIME TO RENEW

If the address on your wrapper says "Expire June '23" this is the last copy of The Business Educator you will receive on your subscription.

STUDENTS should renew through their teachers. TEACHERS should renew promptly in order that they may be certain of receiving the September number.

THE BUSINESS EDUCATOR

THUR. G. SKEELES - - - - - Editor
RACE G. HEALEY - - - - - Contributing Editor
W. BLOSER - - - - - Business Manager

Published monthly (except July and August)
By THE ZANER-BLOSER CO.,
612 N. Park St., Columbus, O.

Copyright 1923, by The Zaner-Bloser Co.

SUBSCRIPTION RATES

Students' Edition\$1.00 a year
Professional Edition\$1.50 a year
(To Canada, 10c more; foreign, 20c more,
to pay extra postage.)

The Professional Edition contains 8 pages more than the Students' Edition, these being devoted to articles of special interest to Commercial and Penmanship Teachers. All the specimens of penmanship, and all the advertising are in both editions.

Change of address should be requested promptly in advance, if possible, giving the old as well as the new address.

Advertising rates furnished upon request.

The Business Educator is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.



EVERYDAY PENMANSHIP

By JOHN S. GRIFFITH

302 W. 61st Street, Chicago

Penman, Englewood Business College

SEND SPECIMENS of your work to Mr. Griffith for criticism. Enclose 25c—worth more.
TEACHERS sending specimens from ten or more students should remit 10c for each specimen.

'amount bulletin credit debit earth
financial game hammer instant
journal kodak ledger members
nearly overdue principal quince
remainder system true universe
victor willing xenia year zealot

Lesson 1. Endeavor to master words containing loop letters. Slant should be uniform.

² America Boston Carson Denver
Evanston Fernley Georgia Harvey
Idaho Joliet Kansas Lansing L
Madison New Mexico Ohio Peru
Quincy Reno Sacramento Texas
Utah Vermont Washington W
St. Xavier Youngstown Zenith

Lesson 2. Notice the position of the small letter following each capital.

³ One Two Three Four Five Six
Seven Eight Nine Ten Eleven Four
Twenty-one Thirty-two Forty-three
Fifty-four Sixty-five Seventy-six

Lesson 3. These words are very commonly used, so master each.

⁴One thousand four hundred fifty-six
 One Thousand Four Hundred Fifty-six
 Pay to the order of, Pay to J. Haynes
 with interest at 6%, with interest at 8%

⁵
⁷⁰
 \$458⁷⁰

Chicago, April, 14, 1923.
 Received from W. H. Hall
 Four Hundred Fifty-eight & ⁷⁰/₁₀₀ Dollars,
 in full of a/c to date.

S. B. Krueger

Lessons 4 and 5. Compare the spacing.

⁶The penman who success would win
 Through all his work will surely find
 Control of hand is never sure
 Unless he has control of mind.

Who would become a writer fine,

Must use a deal of pains;

Must criticise his every line,

And mix his ink with brains.

Lessons 6 and 7. Practice and study these. Let each message sink in.

¹⁰Few men have strength to honor
 a friend's success without envy. F

Keep trying until you master it.

Lesson 10. You are nearing the home stretch of my course and I sincerely hope that you have improved your writing to a noticeable degree.—John S. Griffith.



8

302 W. 61st St.
Chicago, Ill.
Apr. 30, 1923.

Dear Friends:

I sincerely hope that you have derived some benefit from following my course.

It has been a pleasure to prepare and I feel that in its preparation I have received my most valuable training in business writing.

With sincere best wishes for your success. I am

Cordially yours,
John S. Griffith

Lesson 8. Practice this letter, writing several copies of each paragraph.

The Zaner-Bloser Company
TEACHERS, AUTHORS, PUBLISHERS.

Ornamental signature for advertising prepared by E. A. Lupfer, Zanerian College of Penmanship, Columbus, Ohio.

The first week of May was University Week at Tuscon, Arizona. During that week a penmanship contest was held and Goldie Johnson, Lillian Satran and Olive Hammonds of the Phoenix Union High School won first, second and third places. The judges pronounced Goldie Johnson's paper, which won the first place, one of the most beautiful papers they had ever seen.

This decision of the judges confirms what we had to say heretofore, that

the penmanship work in few high schools in this country is so well taken care of as it is in the Phoenix Union High, due to the three high-class instructors in that school—Messrs. Michael, Simpson and Glass. We congratulate these gentlemen on the results they are obtaining and which has been so signally approved by the judges of the contest.

A number of specimens of penmanship received from P. E. Holley, Bris-

tol, Connecticut, indicate that he may be the most skillful penman of his age in this country. A number of his cards are written in a most delicate and effective style, while other specimens are bold and dashy, displaying the friskiness of youth.

When it is known that Mr. Holley is now in his eightieth year it seems that all persons interested in penmanship would highly prize a specimen of his skill.



MATTHEWS BLDG.,--307 GRAND AVE.,

MILWAUKEE, WIS.

A. C. McDONALD, PRINCIPAL.

Jan 22 98

Dear Sir,

I have just received your letter of the 17th inst. and am glad to hear that you are so much interested in the work of the Business Educator. I am sure that you will find it very interesting and profitable to read. I am sure that you will find it very interesting and profitable to read. I am sure that you will find it very interesting and profitable to read.

Yours truly,
F. B. Courtney

In glancing through Mr. E. O. Folsom's scrap book, we ran across the above specimen written by F. B. Courtney in 1898, when he was in Milwaukee. The letter was so good that we decided to pass it on to our readers.

We recently had the pleasure of a visit from Mr. Courtney, whose conversation is as interesting as his penmanship is beautiful. More of his work will appear in the B. E. from time to time.



Signatures by Mr. F. B. Courtney

B. Farnest

B. F. Farnest

L. M. Bitner

J. R. Cadert

J. H. Brew

COMMENT BY E. A. LUPFER

Mr. Courtney is noted for his snappy, breezy writing. Let us analyze the above beautiful signatures to discover some of the things which make it look that way. In the first place, there is a firmness and sureness which has been developed by writing acres and acres of signatures,—and he has not practiced these many years without becoming a real student of ornamental penmanship.

The above writing is on a slant of about 45°. Considerable slant gives action. Too little slant looks formal or schoolboyish. Study the slant in the signature "L. M. Bitner." Isn't that a snappy signature? Writing which is intended for beauty may be written with more slant than writing for business.

Notice how uniform the alinement is. Have you ever seen a well written card running up or down? No,

it must be straight. Practice until you can write straight with or without a base-line and until you can get all letters the same in height.

Notice the regular space and equal distribution of shades and lines. Uniformity is important for beauty. If any one letter of the above combination is difficult for you to make, work on it separately until you become skilled in making it. Then try it in the combination.

ORNAMENTAL WRITING

Copies and Instructions by

RENE GUILLARD, 1212 Elmwood Avenue, Evanston, Ill.

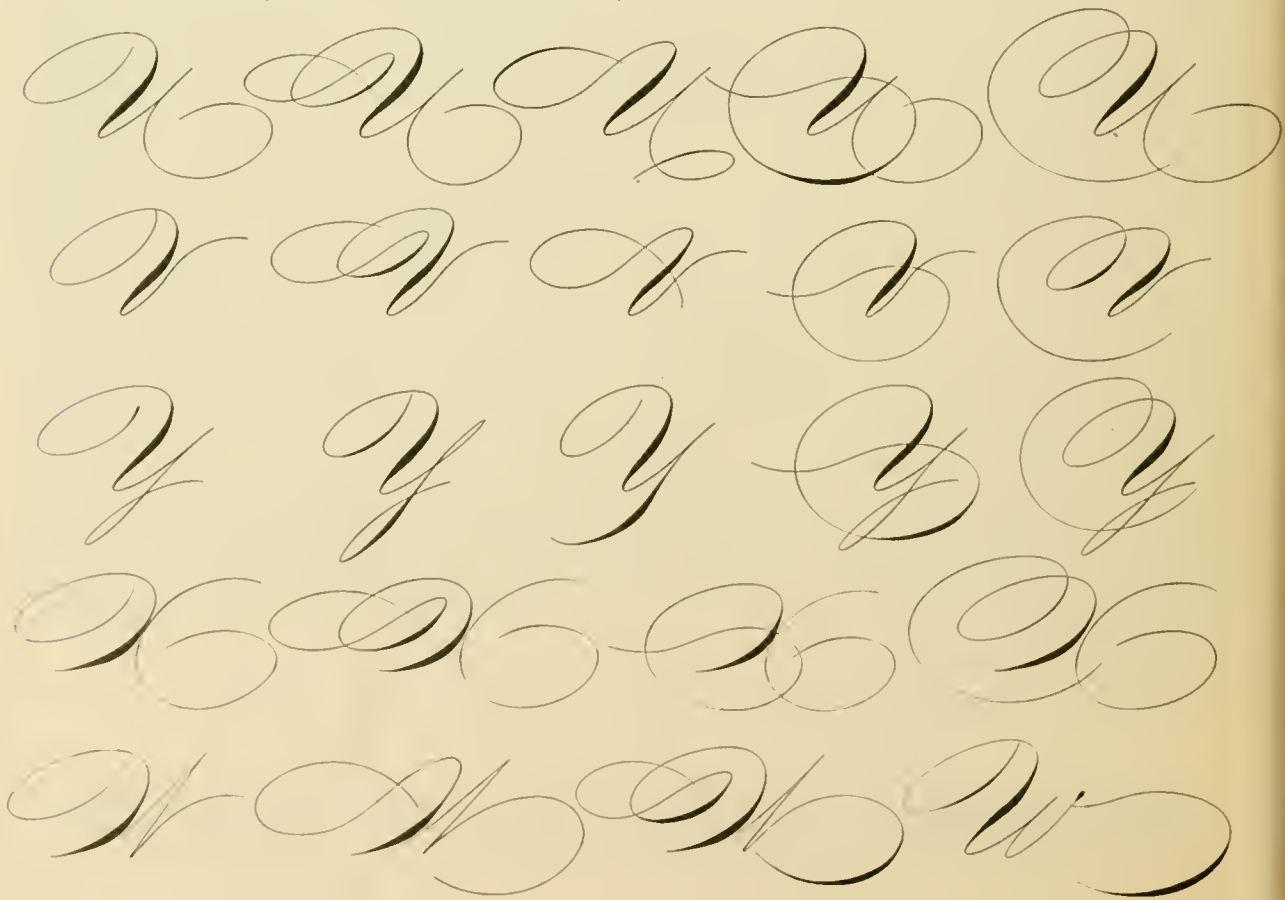
Send Mr. Guillard two pages of your practice work with 25 cents and he will criticise and return your work

finished like the A and the V is finished with a compound curve, which is not so high as the beginning part.

Where the loop occurs on the Y the up stroke should cross at the line.

The X and W begin in a similar manner. The X is a good letter to practice on to acquire skill. The second part of the W does not come in direct contact with the shaded part.

The U, V and Y begin with the same introductory stroke. The U is





BUSINESS WRITING

Copies by E. A. Lupfer
Instructions by Arthur G. Skeeles



Here is a variation of the oval exercises. Notice that the exercise decreases in width but not in height. This is splendid preparation for practice on the letters. The exercises should be made both to the left and to the right.

The second line is good practice for the beginning stroke of H, K and a number of other letters. Make the little loop first, and then the exercise. These should be made with a good speed, but not too fast to secure accurate form.

In these exercises we have the beginning and ending strokes of the H and K. Study them carefully and practice them rather rapidly.

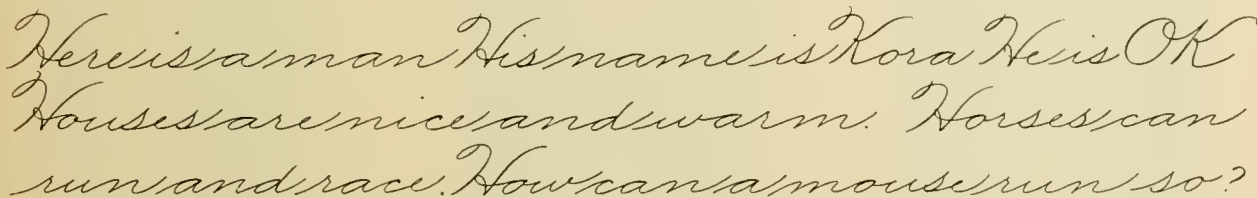
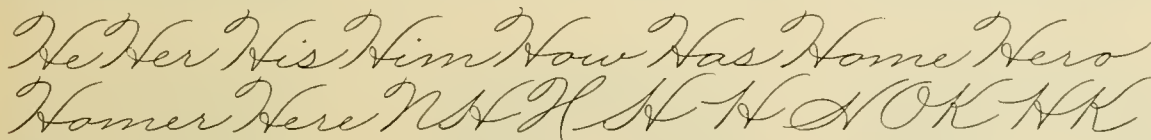
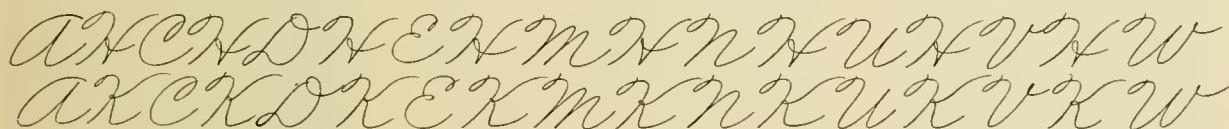
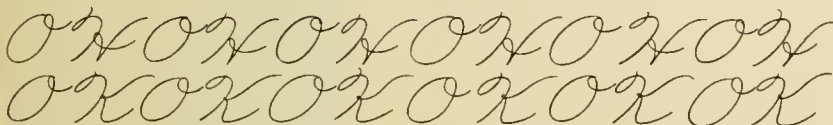
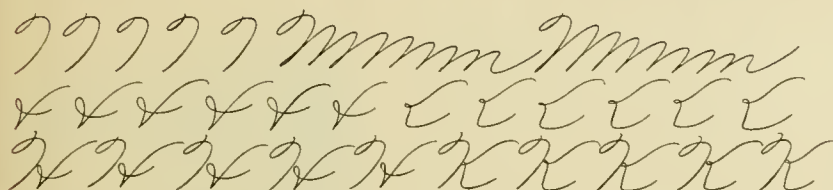
In the last line, notice the form of the H and K. In H, the two down strokes should be parallel, finishing with a graceful curve. The first stroke of K is the same as the first stroke of H. The last strokes is a compound curve. Notice that the little loop in the middle of K points upward to the left so that it is at right angles to the first stroke.

These exercises are more difficult than the letters, and therefore they are placed after the letters. They are valuable, however, in gaining freedom and in learning to make the different parts of the letters always the same shape and size.

Start the first exercise like the beginning stroke of H. Pause at the base line, then start again without lifting the pen, making the exercises to the count 2, 3, 1, 2, 3, 1, 2, 3.

After this exercise can be made fairly well, retrace the second part of H and K as shown in the last two exercises. Be sure to make these exercises freely and rather rapidly, else they will not be of much value.

Here we have H and K made alternately with capital O, as was suggested last month. Make at least five lines of each exercise.



Here we have H and K made alternately with the capitals thus far practiced. See that all the capitals are the same height and the same slant. Pause if necessary before making each letter, and then make the letter with a free swinging movement.

H very frequently comes at the beginning of a sentence, especially

when asking a question. It is usually joined to the following letter. Practice several lines of each word here given.

In the last part of this copy we have several different styles of H. We think the one given in the first part of this lesson is the best style for everyday use, but penmen usually like to practice either styles as well.

When capitals are joined, another style is often more suitable.

The sentences sound somewhat like a first Reader because only the letters already given are used. One exception is the letter "d" in the word "and." Practice these sentences until the whole paragraph can be written in fifty seconds. This will be at the rate of about one hundred letters a minute.

Good Writing

Good writing usually means the kind of writing that I like best the kind that I am teaching in my school. To you, good writing is probably the kind that you like. It is the kind that you are teaching. In other words, our ideals and practices in penmanship are largely matters of personal preference.

An analysis of our ideals would show, I think, some things in common. First, and foremost is the element of legibility.

Good writing should be read with the least possible expenditure of the reader's attention to the penmanship. Since the economy of time in writing is also of much importance, we would agree that speed is an element of good writing.

While good penmanship need not necessarily be beautiful, it ought to give to the thought it expresses what wearing apparel gives to a well dressed person, an impression of appropriateness. We would agree, I think, that good writing consists of legibility, speed, and appropriateness.

C. C. Lister.
1922

Teacher's Professional Edition (Supplement)

Pages 17 to 24, Inclusive

THE NATIONAL ASSOCIATION OF PENMANSHIP SUPER- VISORS.

The next meeting of this association will be held at St. Louis, April 23, 24 and 25, 1924. It is not too soon to plan to attend this meeting. If you have suggestions for the program, send them to H. C. Walker, Pres., St. Louis, or E. G. Miller, Sec'y., Pittsburgh. They haven't asked us to announce that they are ready to receive suggestions, but we are sure your letters will receive careful consideration.

SUMMER MEETING Of the National Association of Ac- credited Commercial Schools

The National Association of Accredited Commercial Schools will hold a session in Chautauqua, New York, during the week of July 15th to 21st.

Some of the subjects to be considered are: Standard Courses of Study, Teacher Training, Tuition Rates, Advertising, embracing all the various features of school advertising and also the possibility of a national advertising campaign. Relations to the Public Schools and Colleges with reference to the action taken by the North Central Association of Colleges and Secondary Schools, Association Standards and Requirements, Association Objectives, Advantages of Schools occupying their own buildings and many other subjects of vital importance to the school manager.

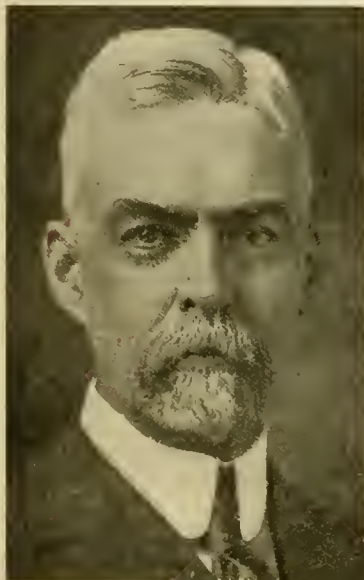
There will be a side trip by boat down Chautauqua Lake to Jamestown and an afternoon session will be held at Jamestown Business College. Every detail and important feature of the week is being carefully looked after by experts in their particular lines. There will be a school advertising display. The women managers will be looked after with a special program for their benefit and the entertainment of the wives of the managers and their families will be carefully taken care of by one expert in entertaining ladies.

The great New York Symphony Orchestra will be the big entertainment feature for the week with five big programs.

Dr. Ralph L. Power, of the University of Southern California, announces the opening of the Pasadena Glenn School for Boys. Professor Power has held various academic ranks from instructor to dean in the colleges of commerce at Boston and Research Universities, William and Mary College, and elsewhere before associating with the University of Southern California.

The School at Pasadena Glen will include, as part of the program, a two-year course in business administration of college grades. For the regular preparatory school division and special courses, work in educational and vocational guidance will be arranged.

R. J. Maclean, President, Detroit Commercial College, has an article in the Mississippi Valley Magazine of St. Louis, for April 1923, on "Michigan's Interest in the St. Lawrence." Mr. Maclean is director of the Detroit Board of Commerce, and chairman of the Inland Waterways Committee. In this article he points out the benefit which would accrue to Detroit from the opening of a waterway to the Atlantic Ocean. He says he expresses the opinion of 3,523,354 persons in Michigan who are in favor of this waterway, and feels it safe to ignore the two persons who are opposed to it.



CARLOS B. ELLIS, President
High School of Commerce, Springfield, Mass.



F. B. MOORE, President
Rider College, Trenton, N. J.
President, 1923



I. L. LINDEBURY, Vice President
Burdett College, Boston, Mass.



FRANK TIBBETS, Secretary
Dickinson High School, Jersey City, N. J.



ARNOLD M. LLOYD, Treasurer
Banks College, Philadelphia, Pa.

Here are the officers of the Eastern Commercial Teachers' Association who will plan for the meeting next year at Atlantic City. No doubt they will have a good meeting—they always do. But President F. B. Moore and his co-workers set them a mark to shoot at this year at Providence. (See brief report in April, and page 21 of this issue.)



MENTAL MEANDERINGS

By CARL MARSHALL
Weichtpec, California

The Joy
of Doing
Your Best

A pre-eminent penman, who is no less pre-eminent as a teacher of penmanship, has sent me a marvelously beautiful pen-written letter asking that I write something that might wake up young folks to the importance of having a high aim in life. "I have too many students," he writes, "who apparently have a low aim; they don't seem to care; they are satisfied with a slovenly piece of work, and do just as little as they can to 'get by.' Is there any way to help such folks?"



Some of them, perhaps, and anyway, it can do no harm to try. It has come my way to know a lot of the kind of young folks my friend wants to help, and many of them have been very lovable and more or less sensible. I have seldom found it in my heart to scold them even if it would do any good, but I have often wished that in some way I could get under their indifferents skins and inject some kind of pepper that would get them going. What they need is to get their fires lighted and their chimneys to belching real smoke. What's the good of a cold plant?

There is a big assortment of ambitions in this increasingly complex world, and more things to aim at than there are targets in an up-to-date shooting gallery. Perhaps that is why so many people really aim at nothing. There is too much game in sight all at once, and we hold our fire for a good shot till everything runs to cover, forgetting that it is better to bring down a rabbit than to go home with an empty game-bag because we couldn't get a bear. You have probably heard a good bit about the transcendent virtue of "aiming high," keeping your eye on the top rung of the ladder, hitching your wagon to a star, and so forth. But I say unto you, aim TRUE, and at something you are likely to hit; and while your eye is on the top rung, keep your feet sure on the lower rungs; and if you can't get hold of a star, tie up to a good span of mules. When I was a boy, they told me one day that any boy might become President of these United States. Of course, that meant me. I had been taking keen interest in a truck patch my father had given me for my private exploitation. But I said to myself, "What's the good of my fooling away my valuable time on an old truck patch when I'm going to be President?" And so my garden stuff won no prizes at the County Fair. You will remember that Lincoln was

one of the poor boys who became a President, but not all of us have the native mental horse-power that Lincoln had; he had enough, in fact, to be a good rail-splitter and a good flat-boatman and, later, a good lawyer, before he did any mooning around about being President. The "ambition" that neglects the small things at hand for the big things out of reach, is mostly conceit. And that is that.

But aside from ambition and the "aiming high" stuff, everybody with enough in him to be anything at all, is able to feel the satisfying joy that comes from doing almost anything WELL. When you come right down to it, that is what we mean, or ought to mean, by aiming high. When they laughed at Adam Bede for taking a half day thoroughly to repair a gate, for which he got but sixpence, he answered: "I know; but there's summat in doing a good job." That is the spirit that has given us civilization, and it is the spirit that makes really great men and woven. It is the only ambition that is worth while,—not the ambition for power or possessions or to prance and show off in the procession, but the ambition to EXCELL! If you have not this ambition in you and cannot grow it, you might as well shut up shop, for you will never amount to much.

And get this: It is not the fame or the distinction that comes from doing things well that is the reward,—not the high scores, the medals, the front-page stuff, or even the money. It is the deep, inner sense of excellence. If you are built right, you can feel the full joy of this, even though not a soul in the world knows about it, or though you don't get a cent of pay. Do you imagine that it was the lure of money or fame that made Charles Paxton Zaner, an obscure country boy from the back woods of Pennsylvania, the most versatile and accomplished penman in the world? Not in a million years. His soul was too great for that. It was the joy of accomplishment, and it was so deep in him that he would not even talk about it.

One other thought. Some of you lose your pep and say "What's the use?", because you feel that you never can get to the top over everybody else. To get that way is to miss the whole game. Suppose you have done a good page of writing, rather the best you have ever done, showing effort and ease in every line, are you going to scowl, crush the sheet into a wad and toss it in the waste-basket, merely because you happen to reflect that it is not so good as the work of Courtney or Doner or Lupfer or Meub or the other experts? Not if you feel the kind of thing I am trying in this article

(Continued on page 20)

OBJECTIVES IN COMMERCIAL EDUCATION

What E. W. Barnhart, Commercial Education Service, Washington, D. C., called the most constructive ideas that he had ever heard at a similar meeting were given at the Commercial Education section of the Ohio Educational Conference at Ohio State University, Friday, April 6.

The general topic for the whole conference was "Objectives in Education." In the commercial section, Irving R. Garbutt, Director of Commercial Education, Cincinnati, Ohio, spoke on the topic "General Objectives in Commercial Education." Wm. L. Connor, Principal, Longwood Commerce High School, Cleveland, Ohio, spoke on "The Method of Determining Objectives in Commercial Education." R. H. Schryver, President Citizens' Trust and Savings Bank, Columbus, Ohio, spoke on "Objectives in High School Commercial Education from the Viewpoint of the Business Man," and Mr. Barnhart on "Social Objectives in Commercial Education."

The whole thought of the meeting was that instead of trying feverishly to get somewhere, discussing routes and method of transportation, time tables and traveling companions, commercial teachers would better sit down together and find out where they want to go and why they want to be there.

It is significant that this discussion came from the high school and university teacher rather than from the business college man. It is true, however, that business colleges have been faced with the necessity of making their school pay its way, and so have been compelled to seek immediate returns.

It is also true that business college men have a very vital interest in the subject of objectives in commercial education. The better schools are planning, not merely for this month or this year, but for next year and ten years from now.

If there is any conflict between the course of study or the methods of teaching which would bring immediate returns, and those which will build in the school in the future, it is well for the business college man to look to the future as well as to the present.

The thought expressed by all the speakers was that commercial education has been governed too much by tradition. We have taught our pupils the same subjects in the same way that we were taught, instead of considering what they are to do and what they need to know. The discussion was unsettling, but nevertheless valuable in showing that our present methods do not entirely meet present conditions and that changes are needed.

Simmons College, Boston, offers summer courses in commercial subjects under a splendid corps of instructors. The session begins July 2 and closes August 10. Those interested should write for the annual bulletin, giving information regarding the summer school.



Department of PUBLIC SCHOOL WRITING

Frank H. Arnold, Supervisor of Penmanship, Spokane, Wash.

Spokane is a western city and people from all parts of the country come here to make their future homes. As a consequence, our schools get many children who have gone to school in their villages and cities. Many of these children enter our third and fourth grade classes in writing. This gives us a chance to make a fair comparison of the work done elsewhere with the work done in Spokane. In the paragraph that follows I am going to speak particularly of the third grade child who comes to us from places where muscular movement—forearm movement—is stressed in grades one and two.

I can say quite truthfully that with but few exceptions the third grade child who comes to us from cities where forearm muscular movement is taught to little people has a difficult time in our classes. As a rule, so many of these third grade children know so little about **applied forearm muscular movement writing**. Many of them can make the running oval exercise, capital "O", and a few other capitals quite well, but that is about the extent of their writing ability. They fall down completely when they attempt to write a short paragraph or an easy stanza of poetry. In other words, muscular movement writing means to them only the ability to write ovals, a few capital letters, and drill words they have practiced hundreds of times. As a consequence, we find it much easier to teach applied arm movement to our own third grade pupils who have had no forearm training in grade two than to teach these boys and girls who come to us how to write real writing exercises. Mark you, I have used the term, "applied arm movement" more than once in my discussion.

No person is going to spend much of his time writing ovals and capital letters when he leaves our public schools. No employer will ever say something like this to one of his employees: "Mary, we should like to have you spend most of your time today preparing several nice pages of ovals. We shall need several reams of paper filled with ovals to send out to our customers." The pupil has got to do some honest-to-goodness writing when he gets out into the cruel world.

By not stressing forearm movement in grades one and two, we have time to teach second grade pupils to write words, sentences and paragraphs. It is not a difficult thing to teach a child to use his whole arm in his daily work in writing. The second grade child who cannot write well his language and spelling lessons with comparative ease has not been cor-

rectly taught. Large, free, wholearm movement writing is easy to learn and easy to teach.

"But," says the deluded forearm movement critic, "you will find many of your third and fourth grade pupils sliding their arms when they are writing, if you teach wholearm movement in grade two." No, no, not "many", my dear critic—just a few now and then. It depends altogether on the skill and ability of the third and fourth grade teachers, and the teachers who taught these pupils in the second grade. For every child taught wholearm movement in grade two who later uses wholearm movement in grades three and four, I will find for you two pupils trained by forearm movement methods in grades one and two who use finger movement in grades three and four in their language and spelling lessons. That's a clumsy sentence, but you will readily understand it, if you read it twice. Is it a greater writing sin to use wholearm movement than to use finger movement? Personally I would rather a few of our children would use wholearm movement in grades three and four than to have twice as many use finger movement in the same grades.

Does the teaching of forearm muscular movement in grades one and two have any connection with the fact that many children thus taught use finger movement in grades three and four? Indeed, there is a connection. So much time is spent in trying to get little people to roll on their forearm muscles that little time is left to teach anything else. Actual writing of sentences and paragraphs must be neglected.

An ordinary second grade child can be taught to write well twice as many words with wholearm movement as he can be taught to write well with forearm movement.

Let me again say that forearm movement is easy to teach in the third grade, if the second grade teacher has done her duty. Correct pencil holding, correct hand position, and wholearm movement should be taught well in the second grade. The child should come to the third grade with the ability to write well all the small letters, all the capital letters, and as many words as he needs to prepare his language and spelling lessons. If he hasn't the ability to do this, he has not been well taught in the second grade.

In less than one month the average child under the guidance of a good teacher can be taught to hold his arm to the desk, and write with his forearm muscle. I mean the child can be taught to do this, if he has

been taught properly in grade two by wholearm movement methods. I know what I am talking about when I make the statements that I have made. My experience is worth more to me than all the fine theories of the forearm disciples.

You may be curious now to know just how we teach second grade writing. I think that I have made it plain in my previous articles that we train children almost wholly at the blackboard during the first year of school. Well, from the beginning of the second year, we train the child to hold his arm on the desk. What little suspended arm movement we teach is used only in a few lessons during the closing weeks of 1-A writing. We have the child suspend his arm slightly above the desk when he first takes up his pencil. However, we always have the child touch his finger tips to the paper. We follow this plan from the very first lesson. In our suspended arm movement drills we require the child to hold his arm very near the desk. We tell our children to let the sleeves of their coats or dresses slightly touch the desk.

Now, if you have been having trouble in making the transition from wholearm movement to forearm movement, I suggest that you try the plan that we find successful in Spokane. There is no real reason why a child should hold his arm above the desk in the second grade. Wholearm movement does not necessarily mean suspended arm movement.

Let me tell you in concluding this article something that may amuse you. I wish I could give names, places and full particulars, but I must refrain from that. I pledge you my honor as a man, however, that I am writing truth. Well, here is the story:

A few years ago a little booklet was circulated all over our land. In the little booklet were a number of specimens of first grade writing. We were solemnly told that the children who did this marvelous writing did every bit of it with pure forearm muscular movement. The writing was quite good, and was done with pen and ink.

Well, to go on with my story, the teacher who taught the children who did the wonderful writing gave a demonstration lesson not many months ago. And what happened, think ye? Just this. The little tots used in the demonstration let their little arms slide on the desks while they were writing so beautifully. When the teacher was reminded that a former class of hers wrote forearm movement and that the work of this class was reproduced and sent all over the country, she replied, "The kind of movement you see these children using is the kind of movement that I have always taught." This story is not a fable, I assure you, but it has a moral nevertheless. And what is the moral? Just this: "All is not gold (forearm movement) that glitters."



TRAINING IN TRANSCRIPTION By H. M. MUMFORD

Bay Path Institute, Springfield, Mass.

If there is one point at which the shorthand course needs strengthening more than at another it is in the matter of correct correlation of the work in shorthand and typewriting, particularly as it applies to speedy and accurate transcription work. There are scores of schools in this country where standards of shorthand, as measured by the ability of the student to write rapidly and read readily, are sufficiently high to satisfy the requirements of any reasonable business man. In these same schools you will find the credentials offered by the typewriting companies used as a basis for promotion from department to department and for graduation from the school. But when it comes to transcribing ability, the only test which the average business man applies, no provision has been made, or the requirement is so low as to be entirely inadequate.

I have in mind a young lady who was a high class shorthand writer. In fact she was able to qualify at 130 words a minute in a shorthand contest. She was possessed of credentials from the typewriting companies which showed a net speed of 60 words a minute, yet was unable to transcribe a satisfactory letter. She had not been taught the proper correlation of the two subjects, nor had she learned that the real test of effective shorthand work is the speedy, accurate transcript.

Another point I should like to emphasize in closing is the value of a uniform style of writing. In dictation work members of the class should be required from time to time to read from the notes written by other members of the class. If there is any reasonable uniformity in writing, if the principles are being properly applied, this should not be a difficult exercise.

Let us not deceive ourselves with the idea that the student will never be required to transcribe the notes of another. A few years ago, while I was teaching in Chicago, an urgent call for a stenographer to supply for one who was ill, was received. During the previous afternoon the young lady who was indisposed, had taken more than fifty letters from dictation. It was stipulated that the new stenographer must at once prepare these letters for the mail. When I approached the young lady I had selected for the place, she laughed and said, "That will be fine experience." The ability to meet this emergency without hesitation led this young woman immediately into a high class position.

The bulletin of the **Whitewater State Normal School**, Whitewater, Wis., for March gives an outline of the summer courses. Thorough training is offered in the various commercial courses. One attractive feature of this normal school is that all necessary text books are furnished to students without additional expense.

The Taylor School, 1002 Market St., Philadelphia, offers a six weeks course in business subjects beginning July 2nd. Special attention is given to teaching shorthand, in which Mr. Freeman P. Taylor is an expert. Instruction is given in Typewriting, Bookkeeping, Office Practice, Penmanship and other business subjects also. Credit for work done in this school is given by the State Department of Public Instruction of Pa.

MARSHALL

(Continued from page 18)

to make you feel. Instead, you will smile and say: "Well, that's the best I've done yet, and by jinks, I believe I can do better yet." Just forget the other fellow. It is what you can do yourself that you are after. Once saturate every fiber of your system with that idea, and the world is going to be a new place for you.

Life as a Business— The Character Gym

In the Business of Life, character is the capital. It is the strength and goodness, whether much or little, that are possible in us,—the very warp and woof of our manhood and womanhood. The biographies of all really great human beings show that they founded their lives on building up character. I do not mean mere showy persons like Alexander, Caesar, Voltaire, Napoleon, or Kaiser Wilhelm, who were conspicuous rather than great, who had little to boast of in the way of character, and but for the lack of it, might have been really great. I mean men like Washington, Lincoln, Gladstone and Roosevelt, and women like George Eliot, Elizabeth Cady Stanton, Clara Barton, and Frances Willard. It is a pity we do not know more of the details of how these great ones built up their greatness of character, but we know enough to know that it was built up, and most painstakingly. "Some men are born great, some achieve greatness, and others have greatness thrust upon them," observes Shakespeare. But real greatness is a thing to which few, if any, are born, and a thing nobody ever yet had thrust upon him. **All true greatness must be achieved.**

But how? As all other qualities of living things come, through activity, through the exercise of function. This law is as sure and unescapable in the world of mind as it is in the world of matter. It is as present in the cloister as in the gymnasium; it is as necessary to character building as it is to muscle building.

The problem, then, in the business of living is the increase of the character capital through training. The first essential is to train the will, the rock upon which all durable character must be formed. The will has two reactions: First, the will to do right things; second, the will not to do wrong things. In the character "gym," you must practice both of these. Try doing every day something that you do not like to do, something that is disagreeable; for example, getting out

of bed at 5:00 A. M. to mow the lawn, shovel snow, or spade the garden; or, in the evening, putting your "den" in order when you want to go to the movies. Try going without tea or coffee or even tobacco for a month,—not for any health reason, let us say, but just to see if you can. The way to make a weak will strong and keep it strong, is TO USE IT! There is no other way.

The resultants of our will forces are our habits. Bad habits are rarely formed deliberately; like weeds in a garden, they are the result of unexercised will-power, the product of neglect. Good habits are different; they have to be cultivated through applied will-power. There is neither merit nor result in wishing that we were what we ought to be. It may be fine sentimentally, but it isn't "business". We can no more wish ourselves good than we can wish ourselves up a mountain slope. The man who remarked that Hell is paved with good intentions, said a mouthful. The formation of good habits and the abolishing of bad ones, provide an ever-present gymnasium for the will that very few of us can afford not to practice in.

Will-training is the first need in character-building, but it is far from being all of it. Civilized man came out of savagery through a process quite as artificial as that which has developed a Jonathan apple out of a wild crab. Most of us still have a lot of the savagery in us, and must fight to keep it down. Our brutal criminals are mostly throw-backs to the cave-man type who lived without either law or morals. The encouraging thing is that, unlike the creatures of the jungle, we are plastic morally and socially, and can climb toward the light if we will to simply by suppressing our native vices and cultivating the Heaven-sent virtues. Men do not inherit goodness, nor are they made good all at once through religious miracle, as the camp-meeting exhorters used to tell us. Men are not good till they acquire goodness by practicing it, although the camp-meeting may start them going. Most children are selfish little savages and it isn't safe to trust them to grow up good without home training, as a lot of neglectful parents are finding out to their sorrow in the juvenile courts.

Kindness, charity, gentleness, generosity,—all the sublime virtues and graces that make men and women happy and lovable, can be acquired by the most hopeless human who will set about practicing them. Dickens' Old Scrooge may be a rare, but not an impossible character. The sourest old curmudgeon of a miser may soon convert himself into a good fellow, if he will only do a daily stunt in generosity. Every one of us who is not an idiot or a hopeless moral pervert, no matter how hopelessly "broke" we are in character, may re-build ourselves. There is no such thing as bankruptcy in the Business of Life, for the simple reason that the liabilities can never exceed the resources.

Business College Courses For High School Graduates

ENCOURAGING HIGH SCHOOL EDUCATION

About two hundred representatives of public and private schools between Maryland and Rhode Island attended a Vocational Guidance Conference at Pierce School, Philadelphia, April 21st. The purpose of the Conference was to discuss the question of Vocational Guidance, and, especially to see whether means could not be devised to impress parents and children with the importance of a high school education before undertaking vocational training.

Dr. Glen Levin Swiggett, Specialist in Commercial Education, Bureau of Education, Washington, D. C., acted as presiding Officer.

The problems were discussed formally from several viewpoints:

Milton D. Gehris, Vice-President, John B. Stetson Company, Philadelphia, speaking for the business man, urged the necessity of educating parents to the value of a high-school education.

The fault of children not completing their education lies largely with the parents who are unsympathetic, as they in their youth had no such education. Secure the co-operation of the home folks, and the school problems are largely solved.

"The lure of the dollar makes many a boy a shiftless ordinary laborer when he might have been a real worth while mechanic or executive if he had given the proper time and thought to preparatory training."

Anna B. Pratt, Director, White-Williams Foundation, Philadelphia, said:

"There can be no discussion of keeping children in high school without considering those who must leave for financial reasons.

"We boast that in America education is free to all, but we do not realize how many children are unable to take advantage of this free gift because they can not buy the clothes to wear or pay for carfare and luncheons."

In presenting the high school instructor's viewpoint, **Clarence A. Wesp**, instructor of commercial subjects, Northeast High School, Philadelphia, advocated the four-year high-school course in place of the short commercial course with the immediate job objective. He stated that the two-year course could not yield all the objectives of a high-school education, as set forth by the National Educational Association.

"The object of this Conference being co-operation, I would suggest that business colleges with their more intimate knowledge of business needs, build up short unit courses for those

who can not be convinced of the desirability of completing the high-school course, or if this seems undesirable that they try to impress upon parents and pupils the futility of studying bookkeeping or stenography in business schools with an immediate job objective.

"The futility of a high-school education and its seeming great length are two of the most cogent arguments used by unscrupulous solicitors to get pupils. Here the reputable business school and high school can co-operate very effectively, the former by developing advanced courses both of a preparatory and extension type and the latter by emphasizing the better positions and greater returns to be derived by completing the full high-school course with deferred vocational values.

"For those who take Junior Business Training and drop out of high-school, or who take it in business schools and go to work, it is only a

(Continued on page 24)

ATTRACTING HIGH SCHOOL GRADUATES

By **Geo. L. Crisp**, Bryant and Stratton College, Buffalo, N. Y.

(From a paper read before the E. C. T. A., at Providence, R. I., March 30, 1923)

Not all schools need to attract high-school graduates. Much work in offices can be performed by persons who have never had the advantages of a high-school education, and it is unnecessary for schools whose only aim is to supply competent occupants for such positions to seek prospects among high school graduates. On the other hand business colleges which try to furnish competent help for the more responsible positions find high-school education a desirable foundation for their training and the closer their objective lies to the position of manager, the more desirable and essential does this requisite become. This type of school then—the one that seeks to increase the supply of competent help capable of filling the positions of greater responsibility—will be most interested in attracting high-school graduates and is the one we shall have in mind throughout this discussion.

We know that we have a perfectly legitimate business. We know that we are performing a worthy service in the world. We know that we are entitled to recognition among educators, but most unfortunately a large part of the educational world doesn't know as much as we do—in this respect. To express it in other words a large part of the educational world is prejudiced against us. I am not saying that we

are blameless as to the foundation of this prejudice. Nor am I saying that we now merit the prejudice. I am just saying that much prejudice exists and because of its existence we are not so attractive to high-school graduates as we should like to be. Judged by the accepted standards of the educational world our service is too directly useful to be educational. This silly judgment is gradually weakening but is strong enough yet to make us uncomfortable. We are black sheep still—fit associates for those only who are so mentally weak or so poverty stricken they cannot travel in better company.

To sum up: We are legitimate educational institutions emerging from the stigma of prejudice, and seeking to attract more high-school graduates in order to perform a greater service and earn a larger profit.

What is the Attitude of the High-School Graduate

High-school graduates as a rule do very little investigating. They gravitate toward this school or that school merely upon the statement of someone, in whom they have confidence, to the effect that such school is the best. What we say here about high-school graduates has particular reference to those who do not find us attractive. Of this number a large percentage are prejudiced against us by a chance remark or intentional advice of someone.

This someone who plants the seed of prejudice is quite likely to be a high-school teacher. The heart to heart tone of a high-school teacher's voice when he says to his confiding pupil, "If you contemplate a business career by all means go to the University of Ballahack or the Bullyrag College of Finance and Accounts," has deprived private schools of more than one pupil. Perhaps when every circumstance is taken into consideration your school and your service would have been far better for the student than was the school which the pupil was persuaded to attend. What is more interesting to you and to me is the fact that had the teacher known the circumstances in the case your school would have been recommended.

As a matter of fact the majority of high-school teachers know very little about the relative values of business schools and hand out their free but powerful advice upon the strength of unverified hearsay evidence. In most cases school men and school women measure the value of a commercial school according to its reputation in the educational world which they know, rather than by the standards of the business world of which they know little or nothing.

The average high-school student graduates with a craving for big things. He possesses the great American desire to go forward not backward. Upward not downward. He wants to occupy the big positions to do big things in life, and pluck the big salaries. He



has high ideals but little notion of the labor necessary to reach those ideals. If he has investigated the business field ever so little he has discovered the existence of such things as Accountancy, Secretarial Science, Business Organization and Management, Administration, and Finance. He has learned that large salaries and opportunities for doing big things are attached to the higher positions to which a knowledge of these subjects lead and he wants to go where this knowledge can be obtained. He shudders at the thought of going backward and downward to a business school and becoming a mere stenographer or bookkeeper. He wants to go to a real college, an institution of higher learning.

Now this craving for high ideals is the natural results of the high-school course. It is just what our public schools have been trying to accomplish. From the early grades teachers have been busy in the organized effort to stir up the pupils' ambitions to achieve distinction. The high-school diploma with the more dignified graduation programs have lured him on through school and now having been graduated, he longs for higher achievements and additional honors. If he continues his education it is natural for him to want substantial evidence of having accomplished something beyond. He naturally favors the school which is in position to reward his efforts with collegiate honors. He rightfully covets a college degree, which, though well-nigh worthless in the business world where we dwell, is of tremendous value in the pedagogical world where he has been traveling for the past twelve years or more.

My second section may now be summarized like this: High-school graduates, more or less prejudiced against us, possess strong desires to achieve great things, but are too immature and inexperienced to sense true values in terms of business judgment; therefore, they naturally drift toward those institutions of higher learning which have a reputation well established in the educational world where they have been nurtured, and which have power to confer academic degrees.

What We Can Do About It

With the acceptance of my premises the logical conclusion seems apparent. The business college that would attract more high-school graduates must

1st.—Establish, among the inhabitants of the general school world, a better reputation measured by the standards of that world.

2nd.—Extend its service to include training in advanced, college grade subjects in business.

3rd.—Be able to furnish coveted evidence of achievement in the form of reputable academic degrees.

Of these three conclusions, the first is the principal—the other two are incidental and auxiliary.

It matters little how many degrees you are able to grant or how many advanced subjects you teach, if you do

not build up the kind of reputation I have mentioned you will not in my judgment accomplish very much. I believe there is danger of business college proprietors making a grave mistake and losing a considerable investment by thinking the degree granting power alone is going to bring them high-school graduates in swarms. It will not do so under present conditions. The mere fact that a business school has the power to confer Bachelor of Commercial Science or Certified Shorthand Writer upon its graduates will have some force, but in the absence of the solid reputation I suggest, not a large number of high-school graduates are likely to be attracted. The degree-granting power if treated with dignity and made to represent a real collegiate attainment, will help to develop the coveted reputation, but it must not be burdened with the full responsibility of developing this form of good will. There is danger of its breaking beneath such a strain and becoming ridiculous in the eyes of the educational world. Better that the degree-granting power should never be obtained than that it should suffer prostitution. The offer to give credit towards a degree for work done in bookkeeping, commercial arithmetic, shorthand, and similar subjects at present being offered in high schools throughout the country will not, in my judgment, prove attractive to any great number. The high-school graduate knows that these subjects are recognized as of high-school grade, and is more than likely to regard the offer of college credit for such work as evidence of unreliable sales propaganda.

We may sputter as much as we choose about our practical courses being as cultural and possessing as much educative value as classical courses of colleges and universities, but in the eyes of a prejudiced educational force our sputtering is but the dribble of weaklings and the ravings of incompetents. When it comes to preparing attractions for high-school graduates, that educational force is in command of the situation because of its almost supreme advantage in moulding the viewpoints of our most desirable prospects. Therefore, the pulling power of any degree we may offer to confer depends upon the amount of prestige we can wrap around that degree.

By way of a final summary let me say that the business college that seeks to attract more high-school graduates must

1st.—Raise its objective to the supplying of a higher type of office help—must seek to prepare students for more responsible positions and greater earning capacity.

2nd.—Establish and maintain a reputation in the educational world which shall measure fully up to the accepted standards of that world.

3rd.—Endeavor to occupy a place above the high school by the introduction of advanced subjects of reputed college grade.

4th.—Seek the privilege of conferring Collegiate rewards.

In general we shall attract high-school graduates by being a real business College and making people believe it.

TESTING SHORTHAND TEACHING

Meyer E. Zinman, Certified Shorthand Reporter, a teacher in Girls' Commercial High School, Brooklyn, N. Y., read a paper at a recent meeting of the New York Society for the Experimental Study of Education, Shorthand Section, in the Washington Irving High School, New York City, on "Suggestions for Improving the Work in the Teaching of Shorthand." His argument was that improvement cannot be expected until we have devised tests to measure the progress of students. In his introduction he said, "As far back as I can remember, at the various teachers' associations and conventions, I have been hearing new ideas brought forth in regard to the teaching of shorthand and typewriting. These ideas rarely gain vogue outside the school in which the particular teacher is teaching. Sometimes they are taken up by the enthusiastic teachers from other schools, but, as a general rule, they gain support for a time and then are forgotten. I have heard talks on the use of the phonograph in the teaching of shorthand and typewriting, use of the penmanship drill in connection with shorthand teaching, dictation from the beginning, the co-operative system, in which the students are taught one week and work another week, etc. Ideas come and go, but progress in shorthand teaching is more or less at a standstill, because they have not been able to measure the effectiveness of any of these ideas."

"When a new method or device is presented as being the 'best' there is no proof advanced and it is accepted or rejected in proportion to the faith one has in the person presenting the improvement. Another teacher comes forth with something new and it is adopted and the old rejected with no positive notion as to whether it is better or not."

Mr. Zinman then analyzed the various methods that have been used in teaching shorthand, pointing out the great variety of methods and devices that are still in common use. It is reasonable to suppose that certain of these methods give better results than others, but as long as we have no way of determining which methods are better, each teacher will continue to use the method which he has been using. Mr. Zinman suggested that standardized tests be issued at intervals to all teachers in the New York City schools. A comparison of these tests over a period of a year should give valuable information as to which teaching methods enable students to make the most advancement.

What Students Should Know

By The Editor

TRAITS WE MIGHT TEACH

The development of the intellect in relation to business success may be considered under four heads:

First.—Native Intelligence: This includes acute senses, such as sight and hearing, quick perceptions, and that indefinite but very valuable group of qualities designated by the term "common sense." Native intelligence, in other words, is the natural endowment which an individual has for living in this world.

Second.—School Training: This includes everything taught in schools, ranging from elementary to university subjects. The object of this training is to give the individual a command of the great store of knowledge which has been accumulated through the centuries by the efforts of men.

Third.—Social Training: This includes such qualities as courtesy, loyalty, punctuality, sense of responsibility—the qualities which fit the individual to cooperate with others.

Fourth.—Business Training: This includes the technical training necessary to understand some particular business. Ten years in school would not teach some of the things that most employees will learn in their first month in a business office. This must always be true, since there are certain requirements in every office that are different from those to be found in any other office. The procedure in offices is constantly changing, also. This training fits the individual to cooperate with other men working in the same business and in the same office.

It is perhaps impossible to decide how much of the success of a given individual depends on each of these, although, it seems likely that they are here arranged in the order of their ultimate importance. On the other hand, in a given case they may seem to be arranged in reverse order; that is, while native intelligence is probably the most important factor in success, yet there may be occasions when business training or social training seems more important than school training or intelligence.

The one factor which can most easily be increased is school training. A good argument could be made to prove that school training is the most important of the four factors in almost every case. Native intelligence is nearly always judged by one's knowledge of the subjects taught in schools, and in general we find that persons who have the highest native intelligence are those who have secured most schooling. To some degree and perhaps to a greater degree than we realize, native intelli-

gence may be increased by early environment which naturally is influenced by the schooling of an individual and of his parents.

But schooling can be extended to include social training and business training also. Robert H. Schryver, President of the Citizens' Trust and Savings Bank, Columbus, Ohio., in an address before the Commercial Section of the Educational Conference held at Ohio State University, April 6, 1923, pointed out the need for what he calls "greater emphasis on the practical side of training for business." He says "it is not difficult to find young people who can take care of carefully laid out routine duties. The hard thing is to find those who do such routine work in a way to improve the methods employed and thus demonstrate a capacity for solving and putting into execution difficult tasks of a more important nature."

"As felt by the average employer, the urgent need in the preparation of future business men and women is for a broader conception of one's duty toward a particular job or a particular organization, which lifts the worker out of the class of automatons."

"When the beginner in business finds that the older worker is constantly asking himself, 'How would I do this particular thing if no one had ever done it before?' he realizes that effective work results from concentrated reasoning, rather than set rules of years standing."

"The technical knowledge of business conduct is thoroughly covered in a general way by present curriculums."

"From that point one can proceed to the individual requirements in business intercourse. The following subjects, for instance, should go hand in hand with the elements making up the technical preparation:

- "Courtesy and pleasing manner.
- "Punctuality and promptness.
- "Loyalty.
- "Sense of responsibility.
- "Clear thinking."

It will be seen that the points mentioned by Mr. Schryver, which were explained at length in his excellent paper, come under what we have called Social Training. This seems to be one of the most fertile fields for commercial education. Granted that your graduates are equipped with an adequate knowledge of bookkeeping and shorthand, they may still be absolute failures in business if they are not courteous, punctual, and loyal. Therefore, you are not doing all that you should do for your pupils unless you give them as much as it is possible to give of

social training along with the technical training which, of course, is fundamental and necessary.

Efforts to extend "school training" have usually been in the field of "business training" rather than "social training." We have tried to give our students a knowledge of the routine in particular offices. There is no objection to teaching this routine, but we must realize that it is likely to be changed even while we are trying to teach it, that it varies from office to office, and that nearly every employer is perfectly willing to train his employees in the routine of his particular business. Often he prefers to do this because he wants things done differently from the way similar duties are performed in other offices.

But what we have designated as "social training" is fundamental. Courtesy is expressed in the same way in practically all offices. Punctuality is about the same in one office as in another.

Therefore, we are more likely to teach our students the things they will have use for if we give them this "social training" than if we give them "business training." At the same time we will be giving them a training that is more fundamental to their business success.

LEARNING TO LEARN

In view of developments that came a few years later, the man who was studying business in 1876 should have been learning about telephones and typewriters, but it is safe to say that mighty few of them even knew of the existence of telephones and typewriters in that year.

Men who were studying business ten years ago are today making use of various machines for bookkeeping, but it is not at all likely that they learned much about machine bookkeeping when they were in school.

Changes in the future are likely to come more rapidly than they have in the past, and if this is true, it follows that whatever we teach our students they will have to learn new things before they have been in business a decade.

If the things we teach them serve to petrify their minds so that they are not open to new ideas, the boy we are training today is likely to be an employe in twenty years, serving a boss who didn't go to school but who because he didn't know much was willing to learn.

It is well that we should realize that the best trained graduate of any school will be hopelessly behind the times in twenty years unless he keeps up with the new things that are continually being invented.

The best way to encourage in them an open-minded spirit of inquiry is to be open-minded and inquiring ourselves. The man or the woman who hasn't learned anything new about the subject he is teaching since 1900 is a poor teacher for the boy or girl who is training for business in 1940.



TRAINING FOR TOMORROW

About two years ago a number of articles appeared in the *BUSINESS EDUCATOR* presenting both sides of the question "Shall we Teach Salesmanship?"

When the arguments are examined, it will be found that the discussion was not really a discussion as to whether or not it is advisable to train all boys and girls to sell goods. Probably all would be agreed that such training should be given to some, but not to all.

The real subject under discussion was whether salesmanship was a training for a specific job—a training for today; or whether it was a development of the personality—a training for tomorrow.

The men who wrote in favor of Salesmanship were advocating the study as a means of developing the personalities and powers of the students, so that they might do better work tomorrow.

Those who were opposed to the teaching of Salesmanship were in favor of the same development, but they urged some other subject as being more valuable to the student.

That is, the real subject for discussion was not, "Should we train students to sell goods?" or "Should we try to develop personality and business ability?" but rather "Will the study of salesmanship develop the personality of the student, and is it the best subject he can study to bring about such development?"

There is no doubt plenty of room for discussion of this last question, but it is a discussion of text books and methods of teaching, not of Salesmanship itself.

The same discussion has been going on for years about commercial education. It has been charged that commercial training fits the student to earn money today, at the expense of tomorrow. We must admit that there is some truth in this charge. We can point out in justification that the practical training given in commercial courses has enabled thousands of young men and young women to live in comfort, and thus to get a start in business, who otherwise would have been so deeply immersed in poverty and grinding toil that training or advancement would have been impossible.

Their choice in many cases was not between a training which would fit them immediately to earn a mere living, and a training which would fit them for larger usefulness later, but their choice was between a brief training and no training at all; between a fairly-paid job today, which gave them some opportunity to learn and to advance, and a poorly-paid job which would have made advancement almost impossible.

For thousands of such persons the business college has done the best thing possible under their circumstances.

But an increasing number of our

students will have occasion to use a broader training and a more general knowledge of business. We will be doing them an injury if we do not prepare them for tomorrow, as well as for today. Indeed, we shall be doing an injury to the community, and the nation, for these well-trained leaders are needed by all.

There is now, and will be for years, need for both types of commercial education. To encourage students who should have the broader training to secure it, and at the same time to give students who must have an income immediately the training which will enable them to earn it, is our glorious task. It requires brains, courage, sympathy, and experience. It is a job worthy of the best efforts of any school man.

The Beacom College Club, composed of students and graduates of Beacom College, Wilmington, Del., held their annual dinner at DuPont Hotel, April 11, 1923. The principal speakers were Hon. Theodore G. Risley of the Department of Labor, and Dr. Aquilla Webb, Pastor of First Central Presbyterian Church. "The Evening Journal" of April 12 devotes more than half a page to a report of the meeting. There was also an editorial in the same paper for April 6, calling attention to the meeting, and one on April 13, commenting on the fine spirit of good-fellowship showed at the meeting. Leo J. Lange is president of the Beacom College Club, and John C. Newman, chairman of the banquet committee. William H. Beacom is president of Beacom's Business College.

H. S. EDUCATION

(Continued from page 21)

matter of a short time when the possibilities of advancement will require their return for more advanced units of instruction."

Grace E. Turner, Employment Bureau, Pennsylvania Railroad Company, said that ten years ago a grammar-school education was adequate preparation for commercial life, but under the present more complex and complicated commercial activities a high-school education was almost essential. She said that frequently when it was necessary to bring a new executive into an organization from the outside, it was because those already in the employ did not have sufficient educational background for promotion. Her experience has shown that the unhappy and dissatisfied office worker is the one who by reason of lack of previous education is unable to advance. She emphasized the need of thorough foundation in English, spelling and arithmetic.

John A. Luman, Vice-Principal of Peirce School, spoke for the business school. He said that students who have not gone to high school can not appreciate the meaning of courses in applied business. He referred to questions of tariff, foreign trade,

transportation and financial exchange as the mere a, b, c's of modern business, which the grammar-school student could not understand. In his judgment, there is no substitute for the complete academic high-school course.

E. W. Barnhart, Chief, Commercial Education Service, Federal Board for Vocational education, Washington, D. C., in reply to a question of what constituted vocational education, said, "It is that education which best fits the man for citizenship, for a good citizen is one who is self-maintaining." He stated that a few years ago commercial education was principally clerk training but that under modern conditions it is necessary to give training in the more advanced subjects of economics, foreign exchange, and business administration.

Among the school men who took part in the general discussion which followed the formal addresses were:

John G. Kirk, Director of Commercial Education, Phila. Schools.

Robert J. Adams, Central High School, Phila.

F. B. Moore, President, Rider College, Trenton, N. J.

Paul S. Lomax, Director of Commercial Education, Trenton, N. J. Schools.

David Cotter, American Business College, Phila.

E. S. Donoho, Strayer's Business College, Baltimore, Md.

L. P. Powell, Educational Editor, Cosmopolitan Magazine, New York City.

Leslie Seely, Principal, Roxborough High School, Roxborough, Phila.

Sue E. Andrews, Glen-Nor High School, Norwood, Pa.

At the close of the Conference, Dr. Swiggett issued the following statement:

"Business operation is of far greater significance than business performance, however essential the latter may be in the development of industry and commerce. This requires a knowledge of the structure of business as well as skill in the accomplishment of simple tasks. The machinery of business is becoming increasingly more and more complex. We must prepare men and women to become the masters of this machinery no matter how intricate it is or will be come, and it will become more and more so as the intimate relations between production and distribution, between these fundamental business operations and others like financing and transportation become more and more developed. The business consciousness of America is at last aware of the fact that there is a profession of business, that there is a scientific approach to the problems of business both large and small."

Luncheon was served to the conferees with the compliments of Peirce School.



Getting What You Want

By GEO. A. MEADOWS

Manager Draughton's Business College, San Antonio, Tex.

Character is the greatest asset any man or woman, young or old, can have. It matters not how much you may know, if you haven't character, you can't "cash in" on your knowledge—not very long, at least.

Be loyal to your employer and to your associates and friends. If you cannot be loyal to the business in which you are engaged, you owe it to your employer, if not to yourself, to get out and let somebody else get in who does believe in it and who will be a booster for it.

Learn to keep your mouth shut and not to "butt in" on other people's business or on their conversations. Regard the affairs of the office in a confidential light and do not "tattle"

on the outside among friends or strangers.

Be energetic and industrious. It is the "hustler" who gets ahead.

Keep yourself physically fit. To do so means that you must watch your diet, eat the right kind of food and enough of it—but not too much—take a reasonable amount of exercise every day, and get at least eight hours of sleep every night. Don't worry, and try to avoid anger, envy and jealousy.

Be courteous. Your employer has a right to demand this toward himself, toward the other employees, and toward the public. Courtesy may be defined as "well-bred kindness and consideration." You can be courteous in

answering the telephone, in handling complaints, and in meeting strangers, just about as easily as otherwise; and you will find it pays and pays big.

Learn to cooperate with others. Cooperation is absolutely essential to success. It is "team work" that counts. This applies equally to your fellow employees and to your employer; in other words, you should cooperate with both. Whenever you go into a new organization don't find fault and criticize; on the other hand, offer praise when praise is due, and try to make friends with the officials and the other employees.

Use Common Sense, at all times, under all circumstances. Be enthusiastic, thoughtful, sympathetic, and strive always to improve yourself and your position.

Mable E. Green of Crookston College, Crookston, Minnesota, in ordering another certificate says, "Because of the value and beauty of your certificates, the students always strive hard to win them."

HELP MEN TO DO MORE WORK

That is the Secret of Business Success

By THE EDITOR (Third Article)

"DO MEN MAKE FORTUNES BY HELPING OTHER MEN TO DO MORE WORK?"

Yes. Here are a few instances.

What is the secret of the success of Henry Ford? He is making money faster than most other men.

The statement is made that in the Ford plants an automobile is turned out each day for every nine men employed. That is, forty-five thousand men can turn out five thousand automobiles every day.

Suppose you or I should gather together forty-five thousand men, and set them to making automobiles—how long would it take them to make five thousand?

It would depend upon the style of automobile, of course. But it would probably take them a long time to make even one automobile that would run. In no other factory that we have heard of do men make automobiles at such a rate as that—each man making an automobile in nine days! No wonder Henry Ford has a big income tax.

How can the men do it? *Because Henry Ford has helped them to do more work.*

He has invented and standardized the automobile that they are to make; he has taught each man his job; and he has organized his workmen into a great factory force that works to the best advantage.

Here is another present-day example: *Clarence Saunders found out how to help clerks in a grocery store to do more work—to sell more groceries each day.* He calls his scheme the "Piggly Wiggly" system. In a few years it has made him a rich man.

When John Wanamaker opened his store in Philadelphia, it was the custom for the buyer and seller to "bargain." That meant that the storekeeper

or clerk would ask more for an article than he hoped to get. The buyer understood that, and offered a price less than he expected to pay. Then they argued and haggled until finally the sale was made. Often both felt dissatisfied, the seller because he hadn't got more, and the buyer because he hadn't bought for less.

Mr. Wanamaker saw that this was wasteful of the clerk's time. So he inaugurated the "One Price System," which meant that each article was marked with the selling price, and that it would not be sold for more, or for less, than the marked price. When the customer found something that suited him, he was at once told the price he would have to pay.

The plan succeeded. Today, nearly every store in the country has only one price for each article.

The reason the plan succeeded was because it enabled the men who were buying and the men who were selling to do more work.

There are still abundant opportunities for men to go into business and make money, just as Ford and Saunders and Wanamaker have done. *But you must be able to do what they did—help other men to do more work.*

The opportunities are indicated every time a man complains of the high price of coal, or the poor quality of clothing, or the inconveniences of his home or office.

A very great opportunity is proclaimed by the present outcry against the "Middleman." We can't eliminate the "middleman" by legislation, but his existence shows that our system of distributing goods is still imperfect, and that fortune awaits the man who can help farmers and manufacturers and wholesalers and retailers to do more work.

The world is ready and anxious to pay you for helping men to do more work.



The Ways and Means of Speech

By CARL MARSHALL

III.

The Ingredients of English.

Counting all departments of language expression, the English vocabulary numbers around a quarter of a million words, a collection vastly exceeding that of any other tongue. This wealth of words is mainly accounted for, as I have outlined in the preceding paper, by the varied history of the mobile and adventurous peoples who use the language. The threshold fact in any study of English is that this vast array of words represents cullings from at least a dozen other languages, mostly Aryan, and, therefore, of related language stocks. For the purpose of study, these various elements of our common speech may be grouped as follows:

(1). Old English (Anglo-Saxon), or words belonging to the language of the Saxon conquerors of Britain. This speech soon became diversified into several dialects, one of which (the Northumbrian) has been preserved in the Lowland Scotch, used in the poems of Robert Burns.

(2). Words of Romanic (Latin) origin, mainly brought into the language by priests and other scolastics, ancient and modern. In number, this group of words greatly exceeds that of all the others.

(3). Norman French, consisting of words introduced into the language during the first two centuries after the Norman Conquest of England.

(4). Words from the modern French, Spanish and Italian, or so-called Romance tongues. These words have come into our language mainly through artistic or literary influence and have small place in the common speech of the people.

(5). Words from the Celtic, the language, (including several dialects) spoken by the people of the British Isles before the Saxon conquest, and still by many of the people of Northern Scotland, Ireland and Wales, where the Saxons failed to penetrate. These words are surprisingly few in our language, considering that the English speech and civilization developed in such close proximity to these Celtic races.

(6). Various technical and scientific terms formed on Latin or Greek roots, and invented by scholars or scientists, for use in the arts and sciences. Through the diffusion of general knowledge, and the progress of the arts, many of these words, such as astronomy, electric, pneumonia, phonograph, etc., have become common in our every-day speech.

To the foregoing "legalized" elements, might be added a considerable group of fugitive vocables without legitimate linguistic parentage.—cant terms from the trades and arts, slang

of various grades, ranging from that popularized in the schools and colleges and by the so-called "smart set," on down to the jargon of tramps and thieves and other vulgar gutter-patter of the under world. Happily, most of these verbal orphans pass away as quickly as they come, but occasionally, one of them becomes a permanent resident, gets into the dictionary and becomes respectable.

These several elements of our language, I have named in the order of their importance, as I conceive it. I have placed the Anglo-Saxon, or Germanic element at the head of the list, not merely because it is really our "mother tongue," but because it is probably for this very reason, the one powerful and moving element in all our durable literature. We may resort to the Latin or the French when we want to display our learning or culture, or appear fashionable, but when we would touch the heart or sway the mind we go to the Anglo-Saxon. Thence come all our strong, moving, vivid words—such words as father, mother, love, hate, heaven, and hell. Study any great masterpiece of our language, poem oration, or word-painting prose, and we shall find Latinisms rarer than flaws in purest marble. In Gray's "Elegy," words of non-English derivation average less than one to each three lines. Tennyson's "Charge of the Light Brigade" contains not one word of Romanic origin. In Longfellow's "Psalm of Life," there is one French derivative, the word *bivouac*, all the rest is straight English. And so it goes all along the centuries from Chaucer and Shakespeare to Kipling and Mark Twain, the great artists of speech get their best effects from the vivid pigments of the mother English. Whoever would write or speak forcefully or pleasingly would do well to bear this in mind.

The foregoing observations do not mean that words from the outer areas of the language have no use. On the contrary, when used charily and with taste and skill, they add many superlative graces to our finest literature. In all composition requiring supreme accuracy of thought, they are indispensable. Their effective use, however, requires a ripper scholarship and a keener sense of word discrimination than does the Saxon vocabulary. When they are used pendantically or indiscriminately by bumptious ignorance, the result is usually unfortunate.

These two great groups of words are so divergent in form and purpose, that they have the effect of making English a two-parted, or as one author puts it, a "double-faced" language. What is called "collo-

quial English," the English of our every-day speech, is mainly Anglo-Saxon, while our literary English, so-called, is mostly Latinized. So it has been sometimes said that the former is the language of the unlettered common people, while the latter is the speech of the educated and refined. This distinction, however, is more theoretical than actual. Go into a home of genuine refinement where the inmates have been thoroughly educated, and you are pretty sure to hear the very finest and purest Anglo-Saxon, whereas, it is among our half-educated bourgeoisie that you are most likely to hear ambitious attempts at "dictionary" English. The stories of Octavus Roy Cohen show with delicious humor the tendencies of our southern Negroes to "annex" high-sounding words, although this foible has not always been confined to the illiterate. It is related of Dr. Samuel Johnson, the famous dictionary maker, that his opinion was once asked as to the merits of a rather dull play. "It hasn't wit enough to keep it sweet," he promptly answered. Then, reflecting that this remark might seem too commonplace for a great lexicographer, he observed sententially, "That is, I would say that this play lacks the requisite merit to preserve it from putrefaction."

It is well for the young student of English to acquire a thorough knowledge of the many common words of Romanic origin that are to be found in our current books and newspapers, but it is even more important for him, whether using tongue or pen, to keep himself mainly to plain and simple Anglo-Saxon. For the purpose of every-day speech or writing, too, is a better word than implement; air, than atmosphere; pay, than remuneration or compensation; work, than employment, clothes, than apparel, and so on. Straining after "big words" as a means of displaying one's cleverness, is as cheap and silly as it is ineffectual. Among really cultivated people, it simply is not done.

In the interest of better English in our every-day talk and writings, it is rather unfortunate that so many of our books, and especially our school books, are written in stilted Latinized phrase, rather than in our plain English tongue. There are many educational specialists in history, geography, science, and even grammar and language, who nevertheless seem not to know how to write the kind of English that ought to be in a school-book. So it comes about that when they are chosen by some of the big book companies to write text-books on their various specialties, they use a kind of scholastic patter that works real harm to the youth who use their books. It is through such books that our college boys so commonly acquire that weakly pretentious style of composition that has come to be dubbed "sophomoric." A young collegian and business man with whom I was discussing this matter not long ago,

LEARNING TO DICTATE

A Series of Lessons in Dictating Business Letters, for Men and Women who Expect to be Important Enough to Have a Stenographer

Instructions from a series of "Better Letter Bulletins"
Published by Thos. A. Edison, Inc. Exercises by the Editor

MAKING THE TAIL WAG THE DOG

By Edward Hall Gardner

Professor, University of Wisconsin
Author of "Effective Business Letters"

(By permission of Thos. A. Edison, Inc.,
Orange, N. J.)

A man has just been talking with me who told me "This business of courtesy in ordinary letters is all rubbish." Hypocrisy, he calls it.

He wants to know how he is going to feel good-will for men he has never seen and wouldn't know from Adam. Anyhow, he doesn't feel it, and he isn't going to pretend it. "Especially when the man I'm writing to doesn't deserve good treatment," he says. "Look at Smith—goes around with a smile on his face and a glad hand—every now and then he actually greets somebody that he finds he doesn't know after all; serves him right. He's a downright hypocrite. You fellows tell us to write the way we feel—that's what I say, too—and I do it."

If I had an ugly dog, and put a wag-making machine on his tail, I wonder if it would help reform his disposition. Some day, I'm going to try it.

Meanwhile, it does help a man's disposition to practice the smile and the glad hand. Go through the motions, and the muscles will develop; practice the symptoms, and the disease of good nature will strike in—and will spread to others. There's nothing so catching.

Two credit men were writing to a customer. He hadn't answered their reminders—his account was long over-due. One of them, glancing at the record, frowned. He needed capital, the prices of labor and raw materials were advancing, his office was

daily visited by customers with money in their hands, clamoring for goods; and here this fellow was "holding out on him." "That'll make him come across," he concluded, after dictating the short, ugly letter below.

Short, But Not Sweet

Dear Sir:

We note by our records that invoice of May 1 is now past due. We have written you repeatedly, and failing to hear from you by return mail we shall take steps which will be full of highly disagreeable consequences to yourself.

The other credit man could use the money due him, too. But he turned to his files automatically. Kansas—the vision of wide, treeless plains spread itself before him. Homer had just come in from that territory, and told about the drought out there. This retailer had ordered goods for the last five years and had been slow pay nearly half the time. There were other notes in the file, personal jottings from salesmen's conversations. The picture of the merchant and his store took shape before the credit man's mind. And, he wrote this "better letter":—

A Better Letter

Dear Sir:

"We see with regret that our invoices of May 1 are considerably overdue, and we do not doubt that this condition of your account is as unpleasant to you as to ourselves. At the same time, we must express our disappointment at the lack of response to our several communications.

One of our salesmen has come in from your territory, and told us of the dry weather you are experiencing. Possibly your business has suffered somewhat in consequence. But do you think, Mr. Smith, that it is quite fair to expect us to give you accommodation when we are being kept in ignorance of the real state of your affairs?

It is more than possible that we can help you; certainly we should be very loath to take action that would embarrass you. Right now it is more than ever necessary for business men to extend the fullest confidence to each other in order to take steps for strengthening the financial condition of the

country. If we can use our influence in the trade on your behalf, we shall do what we can provided we find on hearing from you that our aid is justified.

Please address your reply to me personally, and write on receipt of this letter."

Now which of these credit men, think you, got the money and kept his customer's good-will? Moreover, said I to my friend-of-the-first-paragraph, has courtesy in business letters any meaning to America—in war-time?

Collection Letters

The difficulty in writing collection letters is that the writer usually does not know why payment is not forthcoming. The debtor remains stubbornly mute, and the writer can only guess what the difficulty is. In most cases he imputes to the debtor motives worse than the real ones. Therefore, one aim in writing collection letters should be to secure a reply, even if the debtor can't pay.

(Here is a lesson for the debtor—let your creditor know just why you cannot pay promptly. While the reason may not be especially creditable to you, it is probably less discreditable than what the creditor will be imagining about you if you keep silent.)

Letters to Write

Write about a balance of \$8 deducted from a bill of \$160. The customer deducted 5 per cent for cash, while your terms on the goods bought are "net".

Your customer lives near a small station, where shipments must be sent "prepaid." He remitted with the order, but did not include anything for freight. You shipped at once. Ask for the freight charges, \$1.47.

The amount due is \$87.53. You have just learned from a salesman that the debtor has sold his house, and probably has the ready cash to pay the bill.

You are given a list of accounts due a general store in a small city. Write a letter to be sent to each name on the list. You are afraid that these people will avoid your store because they owe you, and will go elsewhere to buy for cash.

Raymond Campbell Genevieve Blackmann

told me in a burst of confidence, that it took him "at least three years to get rid of this college stuff and learn to talk and write plain United States."

The best corrective to this complaint that I know of is to take frequent and deep draughts at such fountains of elemental English as flow from the Bible, Shakespeare, "The Pilgrims Progress," and other Elizabethan classics, and from such

vivid and vigorous moderns as Ruskin, Carlyle, Kipling and Mark Twain. Rawlinson's translation of Herodotus is another splendid study.

DIPLOMA LETTERING

By S. E. Leslie, 3201 Euclid Ave.

Here are given two of the simplest and most rapid styles of lettering. The first is made with the ordinary broad lettering pen. There are no spurs as

in Old English. The strokes may be made very rapidly and require no re-touching. This name should be lettered in two minutes or less. From five to ten cents may be charged for this style. The second line is made with an ordinary flexible fine pen. It is similar to engraving script and may be made vertical or to slant forward. Complete alphabets in these styles may be found in the Zanerian Book on Engraving.

20th Century Bookkeeping^{AND} Accounting

ACCREDITMENT OF PRIVATE BUSINESS COLLEGES

By the North Central Association of Colleges and Secondary Schools

At the last meeting of the North Central Association of Colleges and Secondary Schools, which was held in Chicago, March 16, 17, and 18, the following resolution was passed on motion made by Dr. Judd, Dean of Chicago University: "That this Association accept the principle of admitting to the approved list of the Association as secondary schools, private commercial colleges and that it instruct the Commission on secondary schools to proceed with the accrediting of such institutions on the basis of existing standards and to report to the Association later any revision of those standards which it wishes to recommend."

By this private business schools within the territory of the North Central Association of Colleges and Secondary Schools have the privilege of applying for accreditation in this Association. The territory of this Association embraces the following states: Ohio, Indiana, Michigan, Wisconsin, Illinois, Minnesota, Iowa, Missouri, Arkansas, North Dakota, South Dakota, Nebraska, Kansas, Oklahoma, Montana, Wyoming, Colorado, New Mexico and Arizona.

The Superintendents of Public Instruction in any of these states or the Superintendent of any Accredited High School should be able to give full information as to the plan of applying for accreditation and also the regulations and standards covering secondary schools.

No accreditation can be made until next March 20, 21 and 22. Application, however, should be in some months in advance of the meeting.

This has been pronounced by many private school men and others to be the greatest step ever taken in the interest of private business colleges, and it means putting commercial education on a much higher and better scale than it ever has been.

It is considered quite probable that the Southern Association of Colleges and Secondary Schools, the New England Association and the Northwestern Association will follow the example of the North Central.

A. F. GATES.

R. J. Maclean, President, Detroit Commercial College, has the following to say about the editorial which appeared on page 17 of the April number, Professional Edition: "I read it to members of our faculty. My own opinion of that editorial is that it should be published in every issue of the BUSINESS EDUCATOR. Say, boy, a man who can write that editorial is not afraid of the cars."

The editor was not afraid when he wrote this editorial, but it must have been foolhardiness rather than bravery. What do the rest of you think of the point of view there advanced?

PASSING OF BERNARD C. KASSELL

Bernard Charles Kassell, familiarly known as B. C., died at the home of his mother in Castell, Texas, April 18, 1923.

Mr. Kassell was born in Germany, February 5, 1873, and came with his parents to Texas at the age of ten, where he grew up on his father's ranch, availing himself of such schooling as was possible. He later attended a business college at Sedalia, Missouri, where he developed marked ability as a penman, later entering the Dixon College at Dixon, Illinois, where he completed the course in practical and ornamental penmanship. In 1898 he opened an office in the Chicago Opera House Building and, through his indefatigable efforts and fair dealing with his patrons, he built the monument to his name which is to be perpetuated by his devoted wife and business associates. As a commercial artist Mr. Kassell had few equals. Prior to establishing himself in business he was connected with the Franklin Engraving Company of Chicago.

Mr. Kassell was a member of the Methodist Church, the Masonic Order, Chicago Association of Commerce and other organizations. December 15, 1904, he was married to Miss Lena Thompson and she with his little daughter, who is being educated in Los Angeles, his mother, brother, sisters and a host of friends are left to mourn his loss.

J. F. FISH.

INDIANA SHORTHAND AND TYPEWRITING CONTEST

In the shorthand contest held at Ball Teachers' College, Muncie, Indiana, April 20, first place in the 100-word dictation was won by Pauline Isenhardt, Muncie High School, who made no errors. Second place was won by Ruth Brower, Logansport High School, who made one error, and Mildred Speer, Manual High School, Indianapolis, and Walter Enz, South Side High School, Fort Wayne, tied for third place with two errors each.

The winner in the Novice Class typewriting contest was Margaret Crowley, Reitz, High School, Evansville, with a net speed of 63 words a minute, and in the Amateur Class, the winner was Dorothy Schlundt, Central High School, Evansville, at 75 words a minute.

At this meeting it was decided to hold district meets before the state contest next year. The following were elected members of the advisory committee: G. H. Clevenger, Richmond, three years; M. H. Northrop, Central High School, Fort Wayne, two years; C. E. Hostetler, Brazil, one year.

M. E. Studebaker, Principal of the Commercial Department, Ball Teachers' College, Muncie, was manager of the contest.

PERCENTAGE PROBLEM

At least five students who are readers of the BUSINESS EDUCATOR understand the principles of percentage. Only that number of replies to the problem given in the May number had been received up to the 12th, but all of them were within the 5% of accuracy allowed by the editor. Therefore a year's subscription is being entered to the credit of each of them.

The answer the editor figured out to this problem was 40% advertising and 60% reading matter. This, of course, is not exactly accurate, but the error is less than 1%, which is close enough for the purpose of the postal authorities.

The prize winners and the percentages of advertising and reading matter respectively which they figured are given below:

R. M. Reeser, Chillicothe, Mo., 39.26; 60.74.

George W. Ahnemann, Wells, Minn., 39.45; 60.54.

Reginald E. Wilkinson, Boise, Idaho, 39.55; 60.45.

W. J. Symons, Toronto, Canada, 40.75; 59.25.

J. M. Peri, Stockton, Calif., 35.7; 64.3.

Mr. Peri made the total number of inches in the magazine 831 instead of 876, which was the figure used by all the others. We suspect that Mr. Peri did not count the front page, and this made his calculation somewhat different from the others.

Another Contest

Below we give a problem copied from the Normal Herald, published by the Columbus, Ohio, Normal School. It is so easy that no prize is offered for solution, but students will probably find it interesting.

"If it takes a three months old woodpecker three weeks and ten days to peck a four-inch hole in a cedar log that contains one hundred and fifteen shingles, and it took thirty-five shingles to make a bundle worth twenty-seven cents, how long would it take a cross-eyed grasshopper with a cork leg to kick all the seeds out of a dill pickle?"

George L. Crisp of Bryant & Stratton College, Buffalo, N. Y., sent us a letter recently on a letterhead so striking that we asked for a sample without any writing on it. In response he sent us three letterheads of his own design in which group pictures of the students in the school are used in a most effective way. Any business college man who wants to see something clever in the way of a letterhead should send to Mr. Crisp and ask for samples. He hasn't told us that he would be willing to send them, but we think he will, especially if you inclose a stamp. Nobody will want to use his letterheads just as they are, but they will jolt your mind out of the rut and may help you to originate some good ideas of your own.



A Little of Everything

By CHARLES T. CRAGIN
Holyoke, Mass.

IN THE SERVICE OF UNCLE SAM

"Yaas Suh, third car up ahead is the 'Atlanta,' waiting on track number six, Federal Express will be in from Boston in 'bout ten minutes to take on that cyah. Shall I car' you' bags fo yuh?"

"No, we will find the car all right," said the elder of the two men who, each carrying a suit case, found the way to the parlor car "Atlanta," which made up a part of the Federal Express, fast train from Boston to Washington. The two had come over from New York to Jersey City, to take the car there rather than at the Pennsylvania Station.

Captain Paul Westcott and Anthony Gerard, who had celebrated his 21st birthday just before he entered the Secret Service of Uncle Sam had been assigned to special work. Captain Paul Westcott was an experienced officer of the United States Army, on special service in citizen's clothes. This had been trying work for several months for the young stenographer of polyglot languages.

Westcott had been sent to New York especially to test the interpreters, and Anthony Gerard had been an invisible and silent factor of great importance in these investigations which had cost several interpreters their jobs, sent one or two down to Governor's Island to board at the Government seaside hotel, Fort William, and caused a fluttering of wings among the spying birds and the vulture crew of anarchists who were trying to make mischief.

It was trying work indeed, but, the boy demonstrated his ability and on the morning of this day when the two men took the "Atlanta" there had come over the wires from Washington to Captain Westcott a message which said: "Report at headquarters" and Westcott said, "Well Anthony, we have got these poison weeds pretty well ripped out of the New York garden, I think, and now I am going to take you on to Washington with me and introduce you to a few of the men higher up and one or two special men to whom you will have to make reports; for, if they take my advice, they will use you on something better than being shut up in an air proof coop taking reports of witnesses. You've got gray matter under your hat and it's time to put you into active service, for not all of our secret service men are over-stocked with the gray stuff."

"Now tell me," said Westcott, when they began their investigations in New York, "what languages can you understand perfectly and what languages can you speak and write?"

"Well, I speak and write French, German Italian and New York fairly well. I can understand and make my-

self understood in Russian, Polish, Modern Greek, Hungarian and Yiddish without much trouble, but I would not undertake to write those languages well. I can write and read Spanish readily, but I have had not much practice in speaking it."

"Well, my son, while we are here in New York I want you to cultivate that language. I will introduce you to two or three first class Spaniards from Havana and from Mexico, men who are already members of our Secret Service."

"You will have plenty of time when we are not examining witnesses. I want you to practice speaking Spanish so you will be a regular 'Spiggoty,' because the Secret Service is liable to have some Mexican business on its hands 'before soon.' We barely escaped war when Mayo landed at Vera Cruz. Carranza, pompons old jackass, has no likin' for us, and Pancho Villa, the Chihuahua Tiger, is raising merry h— at all hours of the day and night. Ever since old Huerta was driven out of there the German interests have been actively at work, and hell will pop down there one of these days. We may want a young fellow who can speak the language and pass for a Spaniard and at the same time understand German."

"I will be mighty glad to get out into the open," said Anthony a few moments later as the two sped fifty miles an hour in the Federal Express towards the National Capitol.

At the Capitol

Washington was an active place in the fall and winter of 1915, where Mr. Wilson had his hands full trying to keep out of war with Mexico, and trying to keep on good terms with Germany, which protested bitterly against the sale of munitions and provisions to the Allies. The young fellow met the pale-faced Ex-Princeton Professor who was a little more genial than an iceberg but too busy to more than shake hands and wish the new recruit well.

Said the Chief Officer of the Secret Service: "Be sure you get it straight what we want. We are sending you on this rather important service because you are a very young man in the first place, and not likely to be suspected of being a Secret Service agent; but more especially, we are sending you because of your wide knowledge of language, and your ability to take down important information in shorthand and send it here in the same medium, for I understand that both Mr. Dennis and Mr. Martin can readily read your notes. The Duponts have increased their works at Carney's Point on the Jersey side of the Delaware River, and they now employ four-teen thousand men mostly making

Gun Cotton, Cordite and smokeless powder.

"Only two or three men of the Great Dupont Co. know you are a Secret Service agent. They will make your path straight to get at the men likely to cause trouble there. Mr. Westcott tells me you have a fine gift of acting, and we are going to send you in there as a young Irish-American, with just a touch of the brogue, whose father suffered imprisonment in the old Fenian days, and you are going to be rather loud mouthed in telling what you think about England and you are not going to be at all anxious to have her win the war. You can talk all you want to when you are out among the men. Most of them are housed in Dupont City at Carney's Point, but the most active agents of trouble are housed in a camp at what is known as Penn's Grove near the great Powder Works. You will send your reports daily to Mr. Martin or Mr. Dennis. Oh! by the way. Is there any danger of those notes of your being read in case they should get into other hands?"

"Well," said Anthony, "I write good notes. If they get into the hands of another person who writes my system, he might read them—probably could—but I will begin these notes as a Chinaman or a Jap would, at the bottom and write up and backward instead of down and forward, and I don't believe there will be the slightest danger in that case."

"All right, we will have it that way, and you will be given a little code book, so if it is necessary for you to wire important matter to either Washington or New York, you can communicate with Westcott here or Lieutenant Reilly in New York, and guard that code-book as you would guard your life, for most any Foreign Power would give a good deal to know our cipher code."

It was early in the month of January, 1915, just after the Christmas holidays that a young sandy haired, slightly freckled faced Irishman, in a pepper and salt suit, a derby hat of the vintage of five years back with sleeves a little short, trousers ditto, and a general appearance of seediness, entered the smoker of the Baltimore and Ohio express train with a ticket for Wilmington, Delaware, stuck in the band of his hat and a rather battered carpet-bag containing his wardrobe. It was early in the evening when he reached Delaware's largest city and he took a room for the night as instructed, at an obscure hotel, with a saloon and pool room on the ground floor, office and a lot of bedrooms upstairs. At 10 o'clock that night a rough looking man came to the hotel and, looking at the register, asked the clerk where Michael Sweeney was, pointing out the name on the register. The clerk said, "You'll find him out in the pool room, I think," and sure enough engaged in a game of Kelly pool, and very much at home with the hangers-on of this none too reputable resort was young Michael Sweeney, talking freely. At the conclusion of the game the stran-



ger, a rough looking customer, badly in need of a shave, managed to come in contact with young Sweeney, and soon the two withdrew and went to the room of the latter, up another flight of stairs.

"Said the stranger: "What's the word?"

"The going's good," said Sweeney.

"Have you ticket beyond?" said the stranger.

"No, I get me ticket here."

That was the formula of words that was to introduce the Secret Service agent to one of the big men of the Dupont-Nemours Works.

The introduction made, the two proceeded to business.

Said the Dupont man: "Tomorrow, you will apply at the employment department with this ticket. They do not know you and won't know you from Adam, but this ticket comes from the office and gives you a job. They will take you in and take your picture and paste the picture on your entrance card. Without that entrance card and your picture on it you can't get into the Carney's Point City, which is guarded night and day. After you get in go to the office and ask to see Mr. Clay. That will be me, and I will see that your route is mapped out for you.

"We are going to send you over to Penn's Grove to mix in with the crowd that we have to house there outside the main city where we have things under pretty close inspection and where we know pretty well what is going on, but we have outgrown the city. This stuff has come with a rush and it is over there in Penn's Grove that the mischief makers are more likely to be found."

"All right," said Mike Sweeney. "I will be with you tomorrow at eight o'clock."

A very different man was Mr. Clay of the Dupont-Nemours Co. from the shabbily dressed, unshaven man who had talked with Anthony Gerard, alias Mike Sweeney, at the hotel the previous evening. The young man was taken to a photograph gallery where his picture was taken. This picture was pasted on the card which he must show every morning when he entered the strong gates of the inclosed city of Carney's Point. This city was laid out in geometrical squares, every building just alike, modeled on the plans of the great German city Essen or our American city of Pullman, and it was practically owned, conducted, and managed by the great company, yet not entirely, for New Jersey and Delaware are too near the center of the nation to tolerate an absolute oligarchy.

The New Messenger Boy

Mike Sweeney was given a position as messenger boy. Only two or three men high up in the company knew that he was not a real employee. He was given special messages to be taken here and there and everywhere over the great field in which was being made every day many tons of high explosives.

There were no big buildings at Carney's Point; they were small, frail,

wooden structures, not too near together. It was the dwelling places of the employees that were mapped out in squares in the thickly populated center of the munition city. Anyone of those little wooden buildings might go up in fire, dust, smoke and ashes at a moment's notice, for the making of high explosives, even when conducted with the utmost care, is not a good occupation for a nervous person who has fear about the hereafter.

At Penn's Grove

At night Anthony went to Penn's Grove where there was an entire lack of the repression so evident everywhere at Carney's Point.

No liquor was allowed to be sold on the premises, but like most cities of that kind in a wet state like New Jersey or the not much dryer Delaware there was a ring of gin mills within easy access, and plenty of flasks were to be found in the quarters of the men.

At Penn's Grove where Anthony occupied a bunk in a lodging camp with fifty or more other employees there was a great variety of languages: French, Italian, Polish, Russian and Yiddish, to say nothing about English and New Jersey, and the very first report that went in shorthand to Washington gave a general review of the situation and expressed the opinion that there were a number of elements present whose room was more desirable than their company. Anthony mixed freely with the men at Penn's Grove. His sharp eyes under innocently drooping eyelids missed very little as he went on his unimportant messages first to one and then to another department of the great works. He made no reports to the office, for it was desirable that no shadow of suspicion should fall upon him. The reports went every night, mailed with secrecy, to Washington, and the office got advice from that point, so that one by one there came to be changes in the personnel of the employees. Here and there a man was removed and the place that had known him, knew him no more. Some of these employees went to Washington or to Wilmington for examination with federal agents and some were deported, but generally dismissal was all that happened.

Over in the works at Penn's Grove, there was much talk about the wrongs of Ireland and some loud talk about what Irish-Americans would do and German-Americans in case the United States should go to war, and loudest of all the talkers was young Mike Sweeney.

"Will the Irish fight for England?" "Indeed, they will not! To the devil with England! If the United States goes to war against Germany and calls for the Irish to fight on the side of England, devil a bit will they go!" "They will not, indeed!" And much more to that effect.

Talk became fast and furious sometimes. Not much drinking was done openly in the great mess-halls but a good many carried a flask on the hip or a pocket-pistol of half-pint or pint capacity in the coat pocket, and it was

not difficult for the young secret service man to discover a good deal that made interesting reports to Washington.

The Englishman

There was one man in particular, an Englishman, named Miller, who frequently ran up against the young Irishman, Mike Sweeney. Miller was a tall, thick-necked, rather burly Briton, and he said to Mike Sweeney, "You red headed little Mick, you ought to be thrown into the river for your mean talk; the Allies are sure to win, and the war will be soon over and Germany licked, as she ought to be!"

"Not in a thousand years, by any blasted Englishman!" was the prompt reply, and the two were hot in argument, and almost ready to come to blows. Then a queer thing happened.

Mike Sweeney sent off his reports in the evening after the men went from the works to Penn's Grove. It was his custom to stroll for a smoke out through a straggling growth of wood, with here and there a big tree, to a letter box on a rural delivery route, about a half mile from the camp. Generally, it was eight o'clock in the evening when he reached this letter box, and the R. F. D. man, headed in for Wilmington, picked up the letters within a half an hour of their deposit. These letters were addressed to Miss Katherine Sweeney, 234 West 11th St., Washington, and Miss Katherine Sweeney's mail was taken up by Dennis, the Secret Service man, who read Sweeney's notes. It was a warm night. Sweeney had been with his mail and, returning to the camp, just as he reached the bank overlooking the road which led from the store to the sleeping camp, he sat down for a few minutes and leaned his back against the trunk of a large tree. It was not yet dark, just dusk. He sat there for a few moments thinking over matters and things, and as he did so he heard the sound of voices just below him, and perching cautiously around the tree trunk he saw two men. One had come down from the camp, the other had come up from the store.

Both the men were talking, and talking in German, and to his great astonishment one of the men was the Englishman, "Miller." Anthony spoke German as fluently almost as English, and in a second he understood perfectly that the man who came from the store was making a report in German to the Englishman. Anthony kept very still, he didn't even slap a large "Jersey Mosquito" when it alighted on his face. The man was telling how certain machinery had been spoiled at one place and how an accident had happened in another, and how some clock work was wanted to store in a carload of munitions that was going to Jersey City a day or two later. "But," said Miller, "It is a hard thing to pull off anything over there in the works, they watch you too close. I have got the clock work here, hidden up in the brush, but I don't believe you can get it on the car."

"There is a young 'Mick' here that is about ready to join our force. I

have been trying him out for some time. He'd do anything to hurt England and it won't be long till we will have him enrolled. He's a messenger over in the works and we can use him." TThen the two separated and a large, bright light dawned on Anthony,—alias Mike Sweeney.

That very night after sleep had fallen on the camp at Penn's Grove young Anthony Gerard stole silently from the little box stall in which he had a bunk like the others in that section, reached a railroad station where a wire operator was on all night duty. Gerard himself wrote a message which said: "Iron-clad-selvedge-peanuts-popcorn"-etc., which being translated read: "Send somebody here to see me; have discovered head of spy system. Think he should be put on the ice," and this message went to the chief at Washington and young Anthony went back to await developments. But results of that interview under the shadow of the great tree came sooner than Anthony expected. The very next day as he came back from one of his messages and entered the dining hall at Carney's Point another workman took him by the arm, led him around the corner out of hearing and said, "Say Irish, do you mean half of that stuff you say about not fighting for England and hoping Germany licks the tar out of them?" "Sure I do," came the prompt answer.

"Would you like to help this side without going in where the lead is flying and the big Berthas busting?"

"Indeed I would."

"There is money in it, my lad, but we cannot do much here; what we want is to get in at Hopewell. There are more than fifty of us right here, I. W. W. men and fellows that don't believe in any blank government, and the Germans have got men here with money that is making it worth while for us to work. They guard the works too close here, but up at Hopewell over in Virginia, they have got seventene thousand men working in a prison camp that is there, but Hopewell is a boom town entirely outside and there are thirty-eight thousand people there now and mighty little law except the law of the gun and the knife and the slung-shot. We believe we can do big things up there. Will yez go?"

"I will that," said Mike Sweeney. "And is the chief going?"

"He is satisfied we can't do much more here and he'll go there." But the chief didn't go.

Mr. Miller of the German Secret Service, Muller he spelled it when he was at home in Berlin, suddenly disappeared, and the place that had known him, with his vigorous English sympathies for the Allies, knew him no more; he was enjoying the sea breeze in Fort William at Governor's Island, safely guarded so that no dogs should get in and bite him, but Anthony was told to go to Hopewell, and in the next B. E. I will give you the greatest display of fire-works you ever saw in your life.

WE SPECIALIZE in placing Commercial and Penmanship Teachers. Send your application in now. Registration FREE.

The Commercial Service Agency,
P. O. Box 618 ST. LOUIS, MO.

Teachers Wanted

Penmanship or Commercial, Fine Salaries.

NATIONAL TEACHERS AGENCY,
Philadelphia, Pa.

Pittsburgh, Pa. Syracuse, N. Y.
Indianapolis, Ind. Northampton, Mass.



GET YOUR TRAINING FOR COMMERCIAL TEACHING

In the **Rochester Business Institute** where you will find the highest standards in subject matter and methods of teaching the commercial branches; where all your work will be presented by experienced specialists in their respective departments of the work; where your problems as commercial teacher in a high school or a standard commercial school will be solved for you, and where you will be recommended for the type of position you are fitted to fill and assisted in securing it. Get our 1923 Teachers' Bulletin and the Mills Penmanship Circular for details of the courses. Address Principal,

ROCHESTER BUSINESS INSTITUTE, Rochester, N. Y.

WE PLACE YOU IN THE BETTER POSITIONS

OUR REPUTATION IS NATIONAL
OUR SERVICE UNEXCELLED



410 U.S. NAT. BANK BLDG. DENVER, COLO.
WM. RUFFER, PH. D. MANAGER

FREE REGISTRATION

to normal and college graduates. WRITE US NOW for enrollment blank and booklet, "How to Apply" with Laws of Certification.

BRANCH OFFICES:

Portland, Ore. Minneapolis, Minn. Kansas City, Mo.
N. W. Bank Bldg. Lumber Exchange Rialto Bldg.

ALBERT Teachers' Agency

25 E. Jackson Blvd., Chicago

38TH YEAR

Teachers of *Shorthand, Bookkeeping, Accounting, Salesmanship* wanted for positions in best schools. Vacancies now coming in. Send for booklet "Teaching as a Business." Other Offices:—
437 Fifth Ave., New York Symes Building, Denver Peyton Building, Spokane

POSITIONS FOR TEACHERS— BUSINESS COLLEGES FOR SALE

Splendid salaries, choice positions, beginning and experienced teachers wanted. Write for free literature; state qualifications briefly. Money making business colleges for sale. Write for particulars—no charge.

Address M. S. COLE, Secretary,

CO-OPERATIVE INSTRUCTORS' ASSOCIATION, 41 Cole Bldg., MARION, IND

We Need More Well Qualified Commercial Teachers

The demand on us for commercial department heads and instructors is increasing daily. Each mail brings requests for recommendations for attractive vacancies in the commercial departments of high schools, normal schools, colleges and private schools. These positions come from all parts of the United States. Enroll with us now and get a chance at the best positions offered.

CONTINENTAL TEACHERS' AGENCY
BOWLING GREEN KENTUCKY

POSITIONS OPEN



BUSINESS COLLEGES: Head Business Department, \$1800-\$2500; Business teacher, \$1800-\$2500; assistant, \$2000-\$2400; Gregg Shorthand, \$2400. **HIGH SCHOOLS AND COLLEGES:** Head Department, H. S., \$2400-\$3000; Commerce, \$2000; Head Dept., College, \$2500; Accountancy, State Normal, \$2000-\$2500; Accountancy, Law, Etc. \$3000-\$5000. Many other openings in practically all States. Let us put you in just the place you desire. Ask for details—NOW

THE SPECIALISTS' EDUCATIONAL BUREAU
ROBERT A. GRANT, President, ODEON BLDG., ST. LOUIS, MO.



SALESMANSHIP

Helps for Teachers and Students

By M. N. BUNKER

President, The Peoples College, Kansas City, Mo.

SELLING YOURSELF

He was well dressed his hair was cut to set off a good face. His companion was a lady whose clothing was not too loud, nor yet a lifeless gray. They were a nice looking couple as they sat across the dining room from me yesterday at lunch, but I wouldn't recommend that man for a worth-while job. He may be honest, and in earnest, but—

I heard every spoonful of soup he swallowed. It was a perturbed ripple. He fed himself from the end of his spoon his elbows swung out at the sides like great wings, and he used his napkin with a flourish.

He was a stranger to me. I may never see him again, but if I should meet him, socially or in business I am quite sure that "swo-o-op" of the soup would linger in my mind.

These are little things, you say. It is true—they are little but it is so frequently the "little things" that determine success or failure.

There may have been a time when "the proper thing" did not count but that time is past. Going back in memory over the years I have been connected with business I recall where a cup of coffee kept a young man from \$125.00 a month, in the days when \$125.00 was a princely salary for most young fellows. The general manager tried him out over a lunch, and the young chap killed his chances by drinking his coffee from a saucer.

Young men, young women—you who have been studying salesmanship this past winter, who have been in the bookkeeping, and shorthand departments of business colleges and high schools,—you are about to go out to sell yourselves, and the first sale you will make will be your hardest.

For you are not selling shorthand and typewriting and bookkeeping skill alone. You are selling yourself. The You of you. This may be classified as personality, or you may call it what you will, but fundamentally it is your attitude toward life. It is that strain in your makeup that determines whether you will kick a passing dog, carry a heavy basket for an aged woman, or lead a blind man across the street. It shows in your eyes, in the bearing of your body, and in your unconscious acts. No amount of straining to make a good impression, no amount of pretense will cover the You of you when it comes to a test.

For ten days I have been watching the mental reactions of a young man who has just completed a stenographic and bookkeeping course. Thru a series of events he did not get into school as early as many of

you fellows who are finishing this spring, and he is here now, in a big city among strangers. Almost at once he picked up a job, stayed three days, and for some reason was let out. He has just talked to me, and



R. E. Wiatt, Supervisor of Penmanship in the Public Schools of Los Angeles, has for his most striking characteristic a boundless enthusiasm in all he does. This is carried into his instruction in penmanship and enables him to get splendid results not only with children in public schools, but with teachers in his normal school classes.

For the coming summer he is employed to teach penmanship for six weeks in the University of Southern California, Los Angeles, July 2 to August 10.

Assisting Mr. Wiatt will be Miss Marietta C. Ely, his first assistant in the public schools in Los Angeles. Miss Ely is also an enthusiastic teacher, and her ability to execute penmanship was manifested by the fact that she won first prize in the business writing contest held by the BUSINESS EDUCATOR last year.

In this course emphasis will be laid, through example as well as by precept, upon the hygiene and physiology of penmanship, and more particularly upon the psychology of establishing in the class room an ambitious spirit. It is through this means that Mr. Wiatt has had singular success with students who at first seemed to make very slow progress, and this psychological treatment is as practicable in any field of teaching as in teaching penmanship.

though it must have been a sore disappointment he says, quietly, "Well, there is a job I can fill without getting let out." There are no kicks, and no whines. He missed on the first step, and tomorrow he will take the next one.

It isn't your typewriter that falls down when you turn in bad copy. At least if it is you have the privilege of fixing the typewriter, while if it is you—well, it is rather up to you to "fix" yourself, isn't it? It will not be your merchandise that falls down if you fail as a salesman—not one case in a hundred. If, after due and careful consideration you are convinced it is your line, change. But if that too fails, look a little deeper and you will find something in yourself that can profitably be improved and strengthened. It isn't so much the line, nor the firm, nor other folks as it is you.

Which brings to mind as an illustration the cashier at the cafeteria where I eat lunch every day. There are two cashiers, and two serving counters, one opening a half hour later than the other. These alternate and as they alternate I change my lunch time, because on the one side the cashier has never said "Thank you," "Good morning" or even smiled. The other one does.

You may dress well, you may have skill, but if you are going to make a good sale in selling yourself to those around you, you must polish up the show-case, put an attractive line on display, and then be able to back it up with solid, worth-while merchandise.

Strive to keep your show window attractive. Do not let it collect dust, nor junk. Keep it up to the minute, so that it will be interesting—worthy attention.

If you do this you will be growing into master men and women, for keeping a clean show window, with a good display is the difference between the great department store in the center of the city, and the one-horse establishment on the edge, where shacks and tumble-downs house the poverty of the city.

Keeping a show window of You means filling your mind with literature worth reading, keeping your body in perfect condition, your clothes so that they will leave a good impression without being conspicuous, your nails clean, your teeth clean, and your hair healthy. It means activity rather than loafing, interest rather than heedlessness, and a goal.

This after all is what is important—your Goal. Where do you want to be five years from now—even one year from now? How much will you have learned? What good will you have done? What gained? Answer these questions in definite terms, positive figures toward which you are willing to strive, and you will have started to sell yourself, for with definite figures always before you, there is something toward which you can work—will work.



SELLING YOUR SERVICES.

When we try to find how the mind acts we find that these five steps are necessary in selling anything.

First: We must find the buyer.

Second: We must attract his attention.

Third: We must arouse his interest.

Fourth: We must create desire, and

Fifth: We must move him to action.

Sometimes one or more of these steps does not seem to be important in a given sale but that is because it is taken by the buyer without effort on our part. Let us see how we can bring about this action in the mind of the man whom we want to put us on his payroll.

Finding the Buyer

Who are the men who might employ you? Not merely the men who have enough money to pay your salary but the men who need the work done which you can do. If you live in a city there are probably hundreds of such men in your city; if you live in a small town there may be only one or two such men, probably none.

Attracting His Attention

Go to see the prospect and have a talk with him about your ability to do the work he wants done. You need not expect that you will be employed the first place you visit, since even the most expert salesman seldom makes a sale to more than half the people on whom he calls and in many lines he would be doing well if he made a sale for every ten calls.

It is well also to write a letter of application and send it to a number of firms. Better spend a week or more on this letter before you send it out. Read anything you can find on letter writing and especially on letters of application. Have the letter criticized by your teacher or some other person who knows what a good letter should be like, but don't let him write it for you. You will have to hold the job and you want to get it with your own letter.

When the letter is completed make copies of it and mail them to at least half a dozen firms who might use your services. The letter should ask for an interview. If your letter is well written and the firms to whom it is sent are really in need of your services you should get one or two replies requesting that you call. Then black your shoes, wash your face, comb your hair and go to it. It's up to you, and if you don't land with both feet on the first round

of the business ladder it will be because the man you talk to doesn't like your looks.

Arousing Interest

Young people are always interesting and you will have no difficulty in arousing interest in yourself on the part of your prospective employer. Sometimes this interest is killed by soiled hands, untidy clothes, slang, cigarettes, bad manners or some other indication of a defective character.

Creating Desire

Whether or not the man you are talking to will want your services, provided he is interested in you, depends upon what you can do. Here is where you cash in on the careful work you have been doing in bookkeeping, the hard study you have been giving to shorthand, and the hours of practice you have spent at the typewriter. Here also you will be glad for the arithmetic, history and geography which you learned in school, the facts you have gleaned from newspapers and magazines, the information derived from reading good books.

It is not really your brains you are selling—it is the things your brain has absorbed. The brain is only two or three pounds of ordinary substance, mostly water, worth about ten cents for soap grease, but the things you have impressed upon that brain may be worth anywhere from ten cents to ten thousand dollars a year.

Moving to Action

The specialty salesman often has a box of tricks to be used in securing the name on the dotted line. They have their place in selling a housewife an egg beater that she does not know whether she wants or not, but such tricks will be of little use to you. If the man you are talking to has not become interested in you and does not want your services it is no use to try to fool him into putting you on the payroll.

You can, however, make it easier for him to hire you by suggesting that if he will give you the chance to work for a month or two you will be glad to prove your worth. Then it is up to you to make good and confirm the favorable impression he has already received.

STARTING IN BUSINESS

It is often taken for granted that the graduate of a business college or high school will go to work for somebody else. For most persons this is perhaps the best means of starting in business. A considerable number of persons find such positions without difficulty, but some of these positions found so easily are not satisfactory from the standpoint either of salary or of opportunity to the ambitious young man or young woman. Such persons will get many useful suggestions from "Finding a Job," by Normal G. Shidle. It tells "Where to look first," "Taking aim," "Advertisements," "The 'Shoe leather' method," "The Psychology of an Employment Interview" and many other helpful suggestions.

But perhaps you are ambitious to be in business for yourself and, in that case, you will be interested in "Building your own Business" by A. C. Burnham.

This book reports on fifty-six firms, capital from twenty to fifty thousand dollars, and tells how each one started in business for himself. It was found that the great majority of these men had started with three hundred dollars or less, and almost none of them with more than three thousand dollars. The author is a great believer in being in business for yourself rather than working for somebody else, and his arguments are well worth considering.

These two books would be valuable additions to every business college or high school library. Not every commercial student would want to read them, but every commercial teacher should read them. They give practical first-hand information on the question of getting started in business, a question which confronts every commercial student on graduation and sometimes before graduation, and about which many commercial teachers have little knowledge, either theoretical or practical.

Both books are published by The Ronald Press Co., 20 Vesey St., New York.

A Business of Your Own

No position or profession in the world offers you the opportunity for advancement or the money-making possibilities unless you "are your own boss." No one ever became rich working for the "other fellow." Did you ever know a wealthy penman? I can show you how to make some "real money" if you want to make it. My literature is yours for the asking.

C. F. BEHRENS, Consulting Chemist
P. O. Box 573 Cincinnati, Ohio

DIPLOMAS

For Business Colleges and Public Schools

Catalog and Samples Free.

We specialize in Made-to-order Diplomas

Resolutions Engrossed

Diplomas Neatly Filled

Art Calendars and Advertising Novelties,

Attractive Lines

Best Quality — Reliable Service

Engrossers **HOWARD & BROWN** Printers

ROCKLAND, MAINE

SALESMANSHIP STUDENTS

may make \$10.00 a day selling our silk, knitted, and Grenadine Ties for 50c. Big profits. Write

NORFOLK NECKWEAR,

209 Lyric Theatre Bldg., Cincinnati, O.

100% INVESTMENT 100%

A Home Study Course in
ACCOUNTANCY
leading to the degree of

MASTER OF ACCOUNTING

For catalog write **COLLEGE PROFESSIONAL ACCOUNTING**

(Try Dr. Newsom's 1858 Ingleside Terrace
weekly CPA tests) Washington, D. C.

"HOW TO SELL"

The Money Makers' Magazine—"The Main Entrance to Successful Selling." Tells how, when and what to sell. Puts you in touch with fastest selling lines and hundreds of reliable manufacturers—many of whom require no previous experience. Famous contributors: "brass tacks" departments; interviews with successful men and women. \$2.00 a year. Special combination price with "The Business Educator" both for \$2.25. Sample copy free.

HOW TO SELL

Department B. E., 22 W. Monroe St., Chicago, Illinois



ENGLEWOOD BUSINESS COLLEGE STUDENTS LIKE B. E.

The other day John S. Griffith asked his students in Englewood Business College, Chicago, to write a letter mentioning some of the things they had found interesting in The Business Educator. He has been kind enough to submit copies of thirty of these letters to the Editor.

It was gratifying to know that these thirty students had found many different things about the magazine that they liked. For example: Mildred Bihlmire, Genieva Whitley and Effie Heusenga mentioned Learning to Dictate. Muriel Forster liked Ambition Talks. M. Plockarczyk mentioned Salesmanship as something she had found very interesting. Viola Clanderman and Carl Zirbel were interested in Ways & Means of Speech by Carl Marshall. Emil Pamin and Anna Smith were kind enough to mention "Help Men to Do More Work," while Pearl Bazal, J. Powaga and Eleanor Charlson had been enjoying Mr. Cragin's stories.

But the majority prefer penmanship. Several of those mentioned above spoke of the penmanship also, and these seventeen students seem to like penmanship best of all: Wilhelmina Kruger, Lena Bulthouse, Mayme Silhavy, Edith Gerlock, J. J. Kadlub, Helene L. Renz, Elmer R. Priggie, Edwin Hohn, F. E. Zalud, Edward Muth, Charles Oswald, Ralph Overzet, Edward Jeske, Anna Hirsch, Arthur Putz, A. Maleske and Frank Singer.

William Stob makes this comment, which is typical of the nice things said about the magazine by other students:

"The work presented in the Business Educator is excellent, easy enough for the beginner and hard enough for the professional. Without a good handwriting, good positions are scarce."

COMMERICAL EDUCATION AT HARVARD

Harvard University offers two courses in Commercial Education in their summer term, July 2 to August 11. Both of these courses are given by Frederick G. Nichols.

The course in "Principles of Commercial Education" covers such topics as Services that should be rendered by state commercial education specialists, Place of commercial education in the city's program of public education, Duties of the city director of commercial education, Selecting teachers and assigning classes, Organizing a teacher conference program, Organizing and conducting a business survey, Supervising continuation, evening, and high-school commercial departments, and Selecting appropriate equipment for commercial courses in these three types of schools.

The other course is called "Senior High School Commercial Education," and takes up the Problems of curriculum making, Methods of instruction, Necessary equipment, Tests and ex-

aminations, and Supplementary books, bulletins, and articles.

During the summer term also a wide variety of courses are offered in Principles of Vocational Education, Rehabilitation and Re-education of Handicapped Persons, Vocational Agricultural Education with Particular Reference to the Project Method, Part-time Schools and Classes, Principles and Practice of Vocational Guidance, Occupational Information, Research, and Surveys. Besides these, the regular courses in Principles of Education and similar subjects will be given.

Virgil E. Jernigan of the Commercial Department of the Tennessee Polytechnic Institute, Cookeville, Tennessee, says, "A great part of my penmanship inspiration is coming through the Professional Edition of the BUSINESS EDUCATOR."

COURSES BY MAIL

Normal, High School, Business, Law, Engineering and College Courses leading to the regular College and Post Graduate degrees thoroughly taught by mail. Now is the time to enroll. For special rates address
CARNEGIE COLLEGE, Rogers, Ohio.

B. C. S. DEGREE HOME STUDY OTHER COURSES

including Accounting, Law (LL.B.) Spanish, Salesmanship, High School, Normal, Pen Art (M. Pen.), Resident and Extension.

WRITE TODAY

Peoples College, Kansas City, Missouri

Founded 1865



Owned and occupied exclusively by Rider College

Summer School for Commercial Teachers

Advanced work for teachers in Commercial subjects under widely known instructors. Elementary work for beginners in Commercial Teaching. Authorized by State Board of Education to grant B. S. C. and B. Acct. Degrees. Living conditions ideal. New York, Philadelphia, Princeton, Atlantic City and other noted Jersey Coast resorts within a short radius. Study in the most beautiful building of its kind in America. Make your vacation pleasant and profitable.

Attend Rider College. Send for Summer School Bulletin.

RIDER COLLEGE

TRENTON, N. J.

SUMMER SCHOOL

The Bowling Green Business University will offer something extraordinary in its Summer School for Commercial Teachers, which begins June 26 and continues six weeks. Rates of board and tuition extremely low; professional spirit will be extremely high. On accredited list of University of Kentucky. Write for full particulars.

BOWLING GREEN BUSINESS UNIVERSITY,
Bowling Green, Ky.



There are many penholders on the market; but the MAGNUSSON PROFESSIONAL is the only penholder that has won its reputation on its own merit for ornamental writing. The thin stem which is so desirable cannot be made successfully with an automatic lathe, therefore they are HAND MADE of selected rosewood. (Look for the brand.) The A. "Magnusson Professional" hand turned holders are adjusted specially for penmanship. 8 inch plain, each 35c; 8 inch inlaid, 75c; 12 inch plain, 75c; 12 inch inlaid, \$1.35.

A. MAGNUSSON, 208 N. 5th STREET, QUINCY, ILL.

The first annual contest at the Western Illinois Normal School at Macomb, Illinois, under the direction of D. Clyde Beighey, was held May 5.

In typewriting the first place was won by Bushnell High School and second place by Peoria Central High School.

In shorthand the first place was won by Kewanee High School and second place by Quincy High School.

In penmanship the first place was won by Peoria Manual High School and second place by Rushville High School.

WANTED—School representative for a good school in an excellent territory.

REPRESENTATIVE

Care Business Educator, Columbus, Ohio

WANTED

To buy a Business College. State lowest price, best terms, amount of competition, and send inventory in first letter. Address D. M. PEGRAM, 707 Duke St., Norfolk, Virginia.

FINE LOCATION FOR BUSINESS COLLEGE IN WATERLOO, IOWA

We can furnish 8000 to 13000 ft. space 5th floor Suffern Bldg. in the very heart of Waterloo. This is some town in the Wonderful North-west. Will help finance college. Write us.

SUFFERN TRUST COMPANY
Suffern Bldg. Waterloo, Ia.

FOR SALE OR RENT

A two-story brick and frame building, 36x82 ft., town of 24,000. Used for Business College purposes for fifteen years. Failing health reason for change. Address E. M. Johnston, 230 2nd St., Elyria, Ohio.



ARTISTIC GEMS



in Ornamental Penmanship by L. Madarasz, a 32 page book containing the finest specimens of penmanship ever offered for sale. Your choice of one of the following 32 page books FREE if your order reaches me before Sept. 1st: Practical and Ornamental Lettering, Et. engravers Script, Ninety-five Lessons in Ornamental Penmanship, Seventy-five Lessons in Business Writing, Madarasz Engrossing Script

Price, 15 two-cent stamps.
Money refunded if you are not satisfied.

C. W. JONES, 224 Main St., Brockton, Mass.

THE MILLS Summer School of Penmanship

at the Rochester Business Institute
During the Month of July
If you desire the latest methods in penmanship instruction you should send for information regarding this course.

E. C. MILLS.
P. O. Drawer 982 Rochester, N. Y.



Lake Charles Railway, Light & Water Works Co.
Lake Charles, La.

January 29th, 1923
Dear Mr. King: I find your "4" Oblique Pen Holder the best balanced I have ever used. I must admit that yours is most pleasing to the touch. Its beauty and ease in handling inspires one to lead on in the field of Pen Art, "The Queen of all Arts." J. A. SPAULDING.

Circulars and prices on request.
R. C. KING 701 Metropolitan Life Bldg.
MINNEAPOLIS, MINN.



LEARN ENGROSSING

in your spare time at home.

Thirty Lesson Plates and Printed Instructions mailed to any address on receipt of two dollars. Cash or P. O. Money Order.

P. W. COSTELLO
Engrosser, Illuminator and Designer
Scranton Real Estate Bldg., SCRANTON, PA.

HIGGINS' ETERNAL INK-ENGROSSING INK

WRITES EVERLASTINGLY BLACK



THE ETERNAL INK is for general writing in plain or fountain pens.

THE ENGROSSING INK is for special writing, engrossing, etc.

These inks write black from the pen point and stay black forever: proof to age, air, sunshine, chemicals and fire.

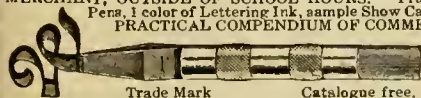
At Dealers Generally
CHAS. M. HIGGINS & CO., MFR.
271 NINTH ST. BROOKLYN, N. Y.

WANTED

Two copies of PENMAN'S ART JOURNAL FOR SEPTEMBER, 1906. If you have a copy, state price. The Business Educator, Columbus, Ohio.

A PROFITABLE VOCATION

Learn to letter Price Tickets and Show Cards. It is easy to do RAPID, CLEAN CUT LETTERING with our improved Lettering Pens. MANY STUDENTS ARE ENABLED TO CONTINUE THEIR STUDIES THROUGH THE COMPENSATION RECEIVED BY LETTERING PRICE TICKETS AND SHOW CARDS. FOR THE SMALLER MERCHANT, OUTSIDE OF SCHOOL HOURS. Practical lettering outfit consisting of 3 Marking and 3 Shading Pens, 1 color of Lettering Ink, sample Show Card in colors, instructions, figures and alphabets prepaid \$1.00



Trade Mark

Catalogue free.

Meub's Professional Oblique Penholders

Mr. H. B. Lehman, the well-known penman, says: "Your holder is sorely one of the very finest on the market, and no penman's desk is complete without a set of several." Write today for yours. Send no money. When the postman delivers it to you, deposit with him \$1.25, plus a few cents postage. If, after giving it a week's trial, you don't think it is the finest holder you ever had in your hand, return it and get your money back.

A. P. MEUB, 2051 N. Lake Ave., Pasadena, Calif.

Professional Penmen

D. A. O'Connell, Penman, LeSneur.
Minn. Signatures a specialty. Samples 20c.

HAVE YOUR NAME

written in a variety of fascinating styles on one dozen high grade cards for only 35c. Order a dozen today and see your eyes twinkle with delight.

ARTHUR P. MYERS, 963 E. Market St. YORK, PA.

H. J. WALTER, Penman

Studio No. 2, 313 Fort St., Winnipeg, Canada
ENGROSSING and Penwork of every description. Illuminated Addresses, Diplomas and Certificates filled, Script for Business Colleges and Commercial Advertising.
Business Penmanship by Correspondence Course Written Visiting Cards, 3 doz. \$1.00. YOUR NAME in choice Illuminated Script, \$1.00.
I am confident I can please you.



LEARN AT HOME DURING SPARE TIME
Write for book. "How to become a Good Penman," and beautiful specimens. Free. Your name on card if you enclose stamp. F. W. TAMBLYN, 408 Ridge Bldg., Kansas City, Mo.

PENMANSHIP

for Bookkeeping Texts, Writing Books, Business Correspondence Texts, etc., prepared in India Ink for engraving.

S. E. LESLIE
3201 Euclid Ave. Cleveland, Ohio



Persons receiving my simplified instructions are amazed how quickly they become expert penmen. Let me make YOU an expert. Your name written on cards and full details free. Write today. A. P. MEUB, Expert Penman, 2051 N. Lake Ave., Pasadena, Cal.

A MASTER PENMAN

always commands a better salary. Our home study course will qualify you, and our Service Department will help you. Master of Penmanship (M. Pen.) conferred. Write,

CHAS. W. MYLIUS,
Peoples College Fort Scott, Kansas

Leather Covers for Resolutions and Testimonials

FLEXIBLE, size 7½x10¼ inches.
Genuine Seal\$6.00
Seal Grain 5.00
PADDED, size 6½x8½ inches.
Genuine Seal\$5.50
Seal Grain 4.50

Write for Prices on more Elaborate Bindings.

We Engross and Illuminate Resolutions. Our Specially Designed Diplomas for the better schools have a National Reputation. Write us your needs.

B. C. KASSELL COMPANY
Engrossers, Engravers, Lithographers
105 North Clark Street
Chicago, Illinois

ROUNDHAND for BEGINNERS

Copy and Instructions by

E. A. LUPFER, Zanerian College of Penmanship
Columbus, Ohio

The **T** and **F** are the same with the exception of the crossing. Get a beautiful, compound curve gracefully bulged in the center. Swing the dot up off the base-line a little bit—not too high. The loop in the capital **T** begins similar to the loop in other letters in the lesson. A slight shade at the end of the stroke gives it strength. Notice the direction of the loop and the compound curve. Let the cap extend well over the compound curve.

The first part of the **X** is part of

an oval. If completed it would make a good oval. The finishing stroke starts at the head-line and swings down with a graceful curve, touching the first stroke and making a nice turn on the base-line. This turn should not be too rounding in order that it may harmonize with the turn of small letters following it.

The **Q** begins the same as the **X** but finishes like the **L**, getting a long narrow loop. Give special attention to the compound curve. Go slowly but care-

fully. A slight shade on top of the lower loop strengthens it.

The loop on the **X**, **Q** and **U** should be the same size and proportion. The new part in the **U** is a compound curve and the finish. Do not drag the shade too far around the turn. The turns at the bottom should be uniform. The second part does not start quite as high as the first.

The **Y** is a combination of the **U** and the compound curve. The first part should not come down to the base-line. Study the copy critically. Measure them and compare them with your work.

Do not try to write with too much speed. Roundhand is written slowly and carefully. As a rule enough money is paid for Roundhand to justify one in writing it very carefully.

T T T T T T Thompson town Tampa, Fla.
F F F F F F Fullenburgh Fort Fredericks
X X X X X X X Xenia Xenia Xerxes Xerxes
Q Q Q Q Q Q Q Quince Quaility Que Quilt
U U U U U U U Union Uncle User Unite
Y Y Y Y Y Y Y Young Yellow Years Your

(See cut to the left)

A snapshot of two 1922 Zanerians at the entrance of Goodale Park, just opposite the Zanerian College building. The lady in white is **Neva Fessenden**, Supervisor of Writing in the Bakersfield, California, Public Schools. The other is **Finis B. Grant**, Teacher of Penmanship in the Public Schools of West Hartford, Connecticut. These two young ladies radiate the smile and general good cheer which prevailed among the many teachers and supervisors of penmanship who attended the 1922 Zanerian Summer School. The background to this picture is a splendid example of the many beautiful scenes in Goodale Park.

Personality and Salesmanship, by Arthur Holmes. Published by Southwestern Publishing Company, Cincinnati. Cloth cover, 254 pages.

The chief purpose of this work is to deal with the analysis, self-development and certain uses of personality and with those principles of salesmanship which are capable of general application in selling of goods and services.

The principal divisions of the book are: The Trend of Business, Getting Into Business, Self-development of Personality, Buying, Selling and Advertising.

Typewriting Studies by William E. Harned, Head Department of Typewriting and Stenography, Columbia University. 128 pages bound in cloth. Published by Ginn & Company, Boston.

This text gives a large number of exercises intended to develop rhythm as well as the location of the keys. Special attention is given to the mechanical operation of the typewriter, and many exercises are offered in tabulating, writing legal forms and business letters. Incorporated in the book is an accuracy graph and a speed graph to be filled out by the students.

The Measurement of Achievement in Shorthand by Elmer Rhodes Hoke, Ph.D., Professor of Education, Lebanon Valley College. The Johns Hopkins University Studies in Education, No. six, one hundred and twenty pages, two charts. Published by the Johns Hopkins Press, Baltimore.

In this book Dr. Hoke explains the formation of the tests in Gregg shorthand which were published two years ago. These tests are also reproduced in the book. The book will be of interest to every teacher who wishes to apply the new science of measurement to the subject of shorthand.





BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

The University Journal of Business. Published by the students of the School of Commerce and Administration, University of Chicago.

Volume No. 1 of this quarterly has just reached us. The following table of contents gives an idea of the scope of the magazine:

A case of genuine self-government.
The combination of savings deposits and life insurance.

Dumping and competition in international trade.

Output of workers under a particular wage-incentive.

The British Foreign Commercial Service.

The Employees' Publication.

Marketing the Stephens Brake Shoe.

Teachers of commercial subjects will be interested in seeing how business problems are treated from the standpoint of the university student.

The Honesty Book, by Wm. Byron Forbush. Published by J. J. Little & Ives Company, New York. Cloth cover, 56 pages.

This book begins with a talk about a modern office boy. It tells how the young man today gets his bond, and is replete with references to the business practices of our own time.

The volume is a pioneer in showing how a particular virtue may be inculcated. Its suggestion will be helpful in teaching every virtue. Practical use can be made of this book by teachers, business men, pastors and Sunday School teachers, parents and social workers.

New Practical Typewriting, Pennell Edition, one hundred pages, cloth binding. Published by the Practical Text Book Company, Cleveland, Ohio. Copyright 1923.

This is a complete instructor in typewriting by touch. Some of the special features are: Exercises for securing skill of the fingers, instructions for folding letters, a number of pages of exercises for speed practice with marks showing each one hundred words and the total number of words in each exercise indicated.

This book seems to cover the ground usually covered in a typewriting text book in a thorough manner, with a number of new features which will be of interest to teachers.

Practical Federal Income Tax Procedure, 1923 by James V. GIBLIN, A. M., C. P. A. Published by Seaver-Howland Press, 271 Franklin St., Boston, Mass.

This book is intended for the business man or the student who desires to master the important fundamentals of income tax procedure in the briefest possible time. The book has been used as a text in several schools and gives brief but thorough instructions in the manner of filling out forms for individual business or corporation returns. Included with the text is a supplementary chapter on the corporation return, Form 1120, which was released by the Treasury Department February 12, 1923. Every form is illustrated with problems showing how to fill out the forms for a business for which the balance sheet and profit and loss accounts are given.

Income taxes will probably be with us for many years, and most of our students will be paying such taxes before long. It would seem worth while for every teacher to understand how these forms should be filled out and to teach the elements of income tax procedure to our students.

Types of Elementary Teaching and Learning, by Samuel Chester PARKER, Professor of Educational Methods, University of Chicago, published by Ginn and Company, Boston, 600 pages.

The entire third chapter of this book is devoted to a discussion of the problems underlying the teaching of handwriting. Supervisors and Teachers of Handwriting will find this part of the book very interesting, helpful and thought provoking.

Since handwriting is a service subject, the other chapters in this book devoted to the teaching of other elementary school subjects should be of interest to the supervisor also. Dr. Parker's contribution to handwriting is but another indication that sooner or later the teaching of handwriting must be on the same pedagogical basis as the teaching of reading, language and the other subjects.

A Practical Course in Touch Typewriting by Chas. E. SMITH, published by Isaac Pitman & Sons, 2 West 45th St., New York.

This is the sixteenth edition of this well known typewriter text, enlarged and rewritten. The finger board charts are printed in five colors. There are many facility drills consisting of High Frequency Words, Alphabets, Sentences, Literary Selections, and International Contest Selections. There is also a great

deal of practice matter designed to teach arrangement of business letters, documents, tabulations and manuscripts with a number of original problems to be planned and arranged by the student.

Secretarial Studies, by Rupert P. Sorelle and John Robert Gregg. Published by the Gregg Publishing Company, New York. Cloth cover. 461 pages.

On entering the high school or private business school, students have little training and no experience in business. They know nothing of the ordinary procedure of business, its structure, its function or its languages. Whatever preparation they get to equip them for entering the business world must be acquired in school.

With these thoughts in mind the authors of Secretarial Studies have attempted the solution of three specific problems:

To develop and perfect the secretarial student's ability as a short-hand writer and typist.

To broaden his knowledge of business procedure:

To provide sufficient practice in the laboratory work in solving definite secretarial problems, so as to add definitely to the student's equipment as an effective business worker.

This book is supplemented by a book of blank forms containing the laboratory materials needed for completing the assignments; and by Secretarial Dictation which contains all the dictation material needed in connection with this course. A Teachers' Manual gives outlines of the work, suggestions for organizing it, and answers to all problems where definite answers can be given.

The Psychology of Handwriting, by William Leslie French. Published by G. P. Putnam's Sons, New York.

The author of "The Psychology of Handwriting" has for many years been a contributor to various periodicals, in which he has shown what uncanny revelations of character can be seen in handwriting. In this book he has put together the work of many years and, in an easy, readable manner, simplifies the whole study of handwriting and character so that the beginner in the science may get from it a workable knowledge. For purposes of comparison and study he divides the subject into various classes, dramatic, artistic, executive, etc., and illustrates each point fully with facsimiles of handwriting.

"The Psychology of Handwriting" is an invaluable book to all those who are interested in this developing science.

20th Century Bookkeeping AND Accounting



NOW READY

Sixteenth edition, greatly enlarged and completely rewritten

A Practical Course in Touch Typewriting

By CHARLES E. SMITH

The Sixteenth edition is more than an enlargement or a revision. It is a new book. The work is presented in the most instructive and teachable manner, and has won the commendation of the WORLD'S GREATEST TYPISTS and typewriting teachers everywhere.

A PRACTICAL COURSE IN TOUCH TYPEWRITING divides itself naturally into three parts:

Fingering and keyboard technique, which is developed by combining the balanced hand and the individual finger method, every word and exercise forming a definite step in the training of the typist's fingers. Position at the machine is taught from actual photographs of the world's champion typists. Keyboard charts, in five colors, a color assigned to each group of keys struck by an individual finger, afford a position guide for the student to find the keys by the sense of touch.

Facility speed and ease, combined with accuracy of operation. This is attained by the use of Right and Left Hand Word Drills, High Frequency Words arranged in sentences, Alphabetic Sentences, Literary Selections, and Thirty International Contest selections. The presentation of the speed practice material is the same as that which has developed all the World's Champion Typists.

Form the arrangement of business letters, documents, tabulations, manuscripts. is presented in almost a hundred models of carefully selected matter, which in turn are followed by original problems to be planned and arranged by the student.

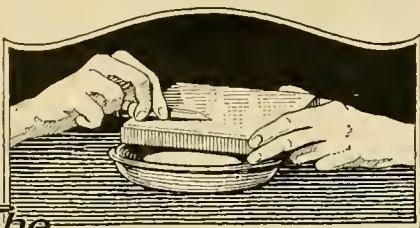
All world's typing records for both speed and accuracy are held by typists who studied from "A Practical Course in Touch Typewriting." It has justly been called *the typewriting method of the Champions*.

A Practical Course in Touch Typewriting, entirely rewritten and revised, 1923, is published in two editions: Regular, 120 pages, stiff paper cover, \$1.00; cloth, \$1.25; Complete High School edition, cloth, \$1.50. Teacher's examination copy will be sent postpaid upon the receipt of one-half the list price.

Isaac Pitman & Sons

2 West 45th Street

New York



The Terry Engraving Co.

Engravers
Designers
Illustrators

Special attention given to
reproduction of Script and
Penmanship Copies

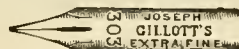
Columbus, Ohio

Gillott's Pens

The Most Perfect of Pens



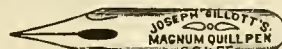
PRINCIPALITY PEN, No. 1



VICTORIA PEN, No. 303



DOUBLE ELASTIC PEN, No. 604 E. F.



MAGNUM QUILL PEN, No. 601 E. F.

GILLOTT'S PENS have for seventy-five years stood the most exacting tests at the hands of Professional and Business Penmen. Extensively imitated but never equalled, GILLOTT'S PENS still stand in the front rank, as regards Temper, Elasticity and Durability.

SOLD BY ALL DEALERS

Joseph Gillott & Sons

ALFRED FIELD & CO., Inc., Sole Agents

93 Chambers St.

NEW YORK

PENMANSHIP SUPPLIES

Prices subject to change without notice. Cash should accompany all orders.

All goods go postpaid except those listed to go by express, you to pay express charges. Of course, when cheaper, goods listed to go by express will be sent by parcel post, if you pay charges.

PENS

Zanerian Fine Writer Pen No. 1.		
1 gr.....\$1.75	¼ gr.....\$.50	1 doz.....\$.20
Zanerian Ideal Pen No. 2, Zanerian Medial Pen No. 3,		
Zanerian Standard Pen No. 4, Zanerian Falcon Pen No. 5,		
Zanerian Business Pen No. 6.		
1 gr.....\$1.25	¼ gr.....\$.40	1 doz.....\$.15

Special prices in quantities. We also handle Gillott's, Hunt's, Spencerian and Esterbrook's pens. Write for prices.

Broad Pointed Lettering Pens.

1 Complete set (12 pens).....	\$0.35
½ doz. single pointed pens, 1, 1½, 2, 2½, 3, 3½.....	.20
(The pens most used by letters and engrossers)	
½ doz. single pointed pens.....	.15
½ doz. double pointed pens.....	.35
1 doz. single pointed, any No.....	.25
1 doz. double pointed, any No.....	.60

PEN HOLDERS

Zanerian Fine Art Oblique Holder, Rosewood:		
11½ inches.....\$1.25	8 inches.....	\$1.00
Zanerian Oblique Holder, Rosewood:		
11½ inches.....\$.85	8 inches.....	\$.75
Zanerian Expert Oblique Holder, 7½ inches:		
1 only\$.20	1 doz.....\$1.25	½ gr.....\$6.50
½ doz.\$.75	¼ gr.....3.50	1 gr.....12.00
Excelsior Oblique Holder, 6 inches:		
1 only\$.15	1 doz.....\$1.20	½ gr.....\$5.50
½ doz.\$.70	¼ gr.....3.00	1 gr.....10.00
Zaner Method Straight Holder, 7½ inches:		
1 only\$.15	1 doz.....\$.90	½ gr.....\$4.00
½ doz.\$.50	¼ gr.....2.50	1 gr.....7.50

1 Triangular Straight Holder, 7¼ inches.....	\$0.20
1 Triangular Oblique Holder, 6 inches.....	.20
1 Central Holder, hard rubber, 5¾ inches.....	.25
1 Central Holder, hard rubber, 6¾ inches.....	.25
1 Hard Rubber Inkstand.....	.55
1 Good Grip Penpuller.....	.10
1 Inkholder for Lettering.....	.10
1 All-Steel Ink Eraser.....	.60

Z. M. No. 9 PAPER

100 sheets, postpaid.....	\$0.50
1 package, 250 sheets, postpaid.....	.75
1 package, 500 sheets.....	.85

(Not prepaid. Weight 6 lbs. Ask your postmaster what parcel post charges will be. Special prices on 50 packages or more.)

INKS

Zanerian India Ink:		
1 bottle.....40c	1 doz. bottles express.....	\$4.00
1 bottle Zanerian Gold Ink.....		.25
1 bottle Zanerian School Ink.....		.20

CARDS

White, black and six different colors:

100 postpaid, 30c; 500 express (shipping weight 2 lbs.), \$1.00; 1000 express (shipping weight 4 lbs.), \$2.00.

Flourished Design Cards:

With space for name. Two different sets of 12 each. Every one different.		
2 sets, 24 cards.....\$.20	6 sets, 72 cards.....	\$.40
3 sets, 36 cards......25	12 sets, 144 cards.....	.70

Write for new Penmanship Supply Catalog

ZANER & BLOSER CO., Penmanship Specialists, Columbus, Ohio



PART TWO

OF

Accountancy and Business Management

AND

Laboratory Unit Two

will be completed and ready for distribution early in June

Part Two of the text presents a standard classification of accounts required for commercial enterprises conducting wholesale businesses, appropriate for the partnership or corporate form of organization, except the accounts that are peculiar to corporation accounting with respect to capitalization and profit distribution. Such accounts will be treated in Part Three of the text. Part Two presents the subjects of special-column bookkeeping, control accounts, trade acceptances, inventory valuations, valuation of capital assets, depreciation, accruals, and similar features of accounting which are properly to be included in an intermediate bookkeeping and accounting course of secondary grade.

Laboratory Unit Two is based upon a wholesale grocery business conducted by partners. In the transactions of this set, the course of training in Business Management and Control which forms so prominent a part of the practice work in Laboratory Unit One will be continued. This set will be comparatively short, will make a minimum use of business papers, which will be required with the first month's transactions only, and when used in connection with the problems and exercises contained in Part Two of the text will furnish ample laboratory material for the intermediate bookkeeping course.

We cordially invite teachers who are interested in reviewing this new publication to write us for examination copies, which will be forwarded as soon as the books are received from the press.

The H. M. Rowe Co.

CHICAGO

BALTIMORE

SAN FRANCISCO



